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ABSTRACT

This report is an outcome of a project designed to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" included academic institutions, technical colleges, and vocational institutes. From a pool of 18 applicants, the project made site reviews of six schools. This volume describes the approach used by Longview Community College (LCC) in Lee's Summit, Missouri. LCC has developed and implemented the ABLE (Academic Bridges to Learning Effectiveness) program, an intensive support services program designed to empower individuals with learning disabilities or brain injuries with the skills needed to gain control of their own lives and learning. This major objective comprises several goals, including increased level of comfort in the college setting, self-knowledge, knowledge of rights and appropriate accommodations, assertiveness skills, remediated basic skills, and higher self-esteem. The report discusses the mission, goals and objectives of ABLE, significant features of the ABLE program, key factors that make ABLE's approach effective for students with significant disabilities, and evaluation results demonstrating the effectiveness of ABLE's approach. Characteristics that are manifested in all six of the profiled schools are also listed and an accompanying CD-ROM describes the projects. (CR)

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Serving Students with Significant Disabilities in Two-Year Colleges

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ABLE Program
Longview Community College • Lee's Summit, MO

EC 308124

Serving Students with Significant Disabilities in Two-Year Colleges

ABLE Program

Longview Community College
Lee's Summit, Missouri

August, 2000

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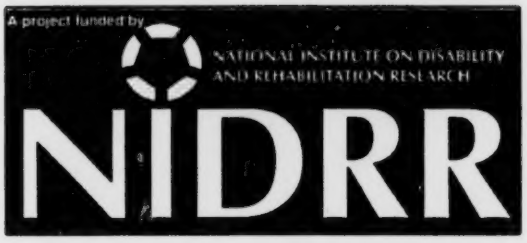

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Longview Community College
Lee's Summit, Missouri

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Introduction

Rationale and Need for This Project

Two national trends support the value and timeliness of this project. The first is the dramatic increase in the number of postsecondary students with significant disabilities enrolled in two-year colleges over the past decade (Henderson, 1999; Horn and Berktold, 1999). The second trend is the on-going constraint posed by limited resources available to postsecondary support services providers, coupled with the more intense and more extensive academic support needs presented by students with significant disabilities. These trends necessitate that postsecondary support staff display a high degree of ingenuity and resourcefulness in order to meet the needs of students with significant disabilities. The products developed through this project are intended to provide these dedicated individuals with stimuli to their imagination and examples that they can adapt to their own settings.

Project Goal

This project's goal is to seek, screen, evaluate, describe, and disseminate highly effective approaches used by two-year colleges to serve students with significant disabilities. "Two-year colleges" includes academic institutions, technical colleges, and vocational institutions.

Definition of "Individual with a Significant Disability"

This definition is very similar to the definition of "individual with a severe disability" which it replaces. It is taken from PL 105-220, the Workforce Investment Act of 1998, Title IC—Rehabilitation Act Amendments of 1998, Definitions, Section 6:

(A) In General. Except as provided in subparagraph (B) or (C), the term "individual with a significant disability" means an individual with a disability—

(i) Who has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;

(ii) whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and

(iii) who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculoskeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia, and other spinal cord conditions, sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs described in subparagraphs (A) and (B) of paragraph (2) to cause comparable substantial functional limitation.

Selection Process

Nomination

A call for nominations form was circulated nationally in both print and electronic formats, and posted on the project's web page (www.cew.wisc.edu/nidrr). Ninety-eight schools from 28 states were nominated.

Application

Nominees wishing to participate completed and returned a 42-question survey. Eighteen schools from 15 states completed this step.

Application Review/Rating

Seventeen experts from different work settings (including two-year colleges, universities, teacher training programs, and advocacy organizations), specialties (including sensory disabilities, developmental disabilities, and learning disabilities), and geographic regions of the country served on the project's National Review Panel (Figure One.) Their places of employment were current at the time they served on the project's National Review Panel.

The National Review Panel met on January 22-23, 1998, to evaluate each application. All participating panel members (12 of 17) were formed into three member teams and assigned a portion of the applications. During the first phase of the process, each reviewer rated his or her assigned applications individually using multiple criteria. In addition, each reviewer rated each application's overall scope and design, evidence of effectiveness, and replicability. Each reviewer also specified whether a site visit should be conducted.

After completing individual ratings of each application, reviewers carried out the second phase of the review process: small group discussions of their assigned applications. During this phase, reviewers either reaffirmed or changed their individual decisions regarding whether to conduct a site visit to a particular applicant. In the third phase of the review process, the entire National Review Panel discussed and reaffirmed their respective individual and small group decisions.

Figure One: National Review Panel

Dr. Eduardo Arangua
Madison Area Technical College
Madison WI

Dr. John Bellanti (Retired)
Mid-State Technical College
Wisconsin Rapids WI

Ms. Marcia Carlson
Facilities Access/Planning & Management
University of Wisconsin-Madison
Madison WI

Ms. Diane Coley
Division for Vocational Rehabilitation
Department of Workforce Development
Milwaukee WI

Mr. J. Trey Duffy
McBurney Disability Resource Center
University of Wisconsin-Madison
Madison WI

Ms. Elizabeth Getzel
Rehabilitation Research and Training Center
Virginia Commonwealth University
Richmond VA

Dr. Thomas Grayson
National Transition Alliance
University of Illinois
Champaign IL

Mr. Thomas Heffron
Wisconsin Technical College System Board
Madison WI

Ms. Robin Jones
Great Lakes Disability and Business Technical Assistance Center
Institute on Disability and Human Development
Chicago IL

Ms. Carol Kopp
Southwest Wisconsin Technical College
Fennimore WI

Dr. Carolyn Maddy-Bernstein
National Center for Research in Vocational Education
University of Illinois
Champaign IL

Dr. Fred Menz
Research and Training Center
University of Wisconsin-Stout
Menomonie WI

Dr. Edna Szymanski
Department of Rehabilitation Psychology and Special Education
School of Education
University of Wisconsin
Madison WI

Dr. Kelli Thuli
National School to Work Office
Washington DC

Dr. Lloyd Tindall (Retired)
Center on Education and Work
Madison WI

Mr. Raymond Truesdell
Division of Vocational Rehabilitation
WI Department of Workforce Development
Madison WI

Dr. Michael Wehmeyer
The ARC of the United States
Arlington TX

Review Panel Results

Six of eighteen applicants were selected for site reviews. Applicants not chosen for site reviews received copies of reviewers' ratings and certificates of participation.

Site Reviews

The project director and a member of the National Review Panel made two-day site visits to each of the six finalists. A different Review Panel member accompanied the project director on each trip. The site visit's purpose was to validate, enrich, and expand upon data provided in the initial application and answer questions and concerns raised during review/rating of written applications.

Site Visit Procedures

Each site received copies of reviewers' ratings as well as a copy of the Site Review Itinerary and Reviewer's Rating Summary. The latter instruments were designed by project staff to structure the site review. Each site developed a schedule using the framework outlined on the Site Review Itinerary. Specific activities were selected in order to address questions or issues described raised by the National Review Panel. The project director provided each fellow site visitor with copies of the site's written application, a summary of the site review's purpose, a description of the site reviewer's role, a procedure list, and suggested questions. Prior to each visit, the project director and his fellow site visitor reviewed that site's written application and reviewer's ratings and listed key questions/issues to explore during the site review. During the site visit, each visitor conducted observations; reviewed documents; and interviewed students, staff, agency representatives, and other key informants; and independently rated each scheduled activity using the following criteria:

"1" = observation, interview, or document review provides evidence that supports selection of site as a highly effective approach.

"2" = observation, interview, or document review did not provide evidence that supports selection of site as a highly effective approach.

"3" = evidence provided during observation, interview, or document review was inconclusive.

"4" = site reviewer did not participate in this observation, interview, or document review.

Each reviewer provided written documentation of any "2" or "3" ratings.

Finally, each site reviewer provided an overall rating by answering three questions about that site:

(i) This site visit addressed concerns raised by National Review Panel members in their initial rating:

Fully 1 2 3 4 5 6 7 Not at all N.A.

(ii) Data obtained during this site visit satisfied concerns raised by National Review Panel members in their initial rating:

Fully 1 2 3 4 5 6 7 Not at all N.A.

(iii) This site implements a highly effective approach to serving students with severe/multiple disabilities: Yes_____ No_____

All six sites featured in this project received favorable scores using the approach sketched above.

A Word About the Approaches Described Through This Project

This publication summarizes the approach used by Longview Community College, Lee's Summit, Missouri. Other publications in this series examine the approaches used by Lakeshore Technical College, Cleveland, Wisconsin; Hinds Community College, Raymond, Mississippi; Florence-Darlington Technical College, Florence, South Carolina; Milwaukee Area Technical College, Milwaukee, Wisconsin; and Springfield Technical Community College, Springfield, Massachusetts. Additional copies of all publications in this series may be downloaded at no cost from the project's web page at http://www.cew.wisc.edu/nidrr/.

It is important to note that each description captures a "moment" in the organizational life of each featured approach. All organizations, and the services they provide, are dynamic entities. Over time, policy decisions, funding fluctuations, career changes, and personal tragedies impinge on the operation of these services. A visitor to any of the schools featured through this project would recognize instantly the impact of these forces. These changes in no way alter or diminish the value of the approaches as described, nor lessen their potential for replication in other settings.

References

Henderson, C. (1999). *1999 College Freshmen with Disabilities, A Biennial Statistical Profile.* Washington, DC: American Council on Education, HEATH Resource Center.

Horn, L. and Bertold, J. (1999). *Students with disabilities in postsecondary education: A profile of preparation, participation, and outcomes.* Washington, DC: US Department of Education, National Center for Education Statistics.

ABLE PROGRAM
(Academic Bridges to Learning Effectiveness)

Longview Community College

ABLE (Academic Bridges to Learning Effectiveness) is an intensive support services program designed to empower individuals with learning disabilities or brain injuries through the teaching of skills needed to become independent learners. Only students with documented learning disabilities or brain injuries are admitted to the program.

Summary

Making the transition from high school to college presents challenges even under the best of circumstances. This process often creates defeating frustrations for individuals with learning disabilities or brain injuries. Not only are these types of disabilities typically "invisible," but they also are diverse in nature. As a result, individuals with these disabilities must be fully aware of what they need to circumvent the effects of their particular disability.

Unfortunately, one possible effect of having a learning disability is that of becoming passive in the educational process. After all, if one puts forth no effort, then failure is not quite as damaging to one's self-esteem. Further, a common characteristic of an individual who has survived brain injury consists of the inability to recognize the effects of the injury. Clearly, either type of disability can create a great deal of emotional baggage and is not conducive to a student's making a smooth transition to either college or the workplace.

Since its inception in 1969, Longview Community College, one of the Metropolitan Community Colleges of Kansas City, Missouri, has demonstrated a sensitivity toward students with disabilities. Developmental classes and tutorial services were put into place shortly after its inception, and soon after

that a counselor for individuals with disabilities was hired. Individuals with learning disabilities, however, presented particular challenges. In 1985, approximately 15 students on campus had self-identified with learning disabilities. By 1990, that number had increased to 70. Since learning disabilities are of such a diverse nature, the need for an intensive program to empower these individuals became evident.

The ABLE Program (Academic Bridges to Learning Effectiveness) addresses these students' needs in a proactive way. Within a structured curriculum, students in the ABLE Program learn the skills needed to succeed in college and in the workplace. Every student in the program takes a basic core of courses, comprising classes to develop personal awareness, assertiveness skills, and college survival skills. These courses are taught interactively to encourage the active participation of the students in the learning process. In addition to these classes, a study skills course, as well as a career course, are included in the core curriculum. See Exhibit A, the ABLE Program Fact Sheet, for course information and course outlines.

Beyond this core of courses, each student's program is individualized. ABLE offers specially designed courses for students who need to build their skills in basic reading, writing, mathematics, and keyboarding. Each ABLE class includes no more than twelve students, which, again, encourages greater student participation. Often students enroll in a combination of ABLE and regular college courses.

To further ease the transition of students from ABLE to the regular curriculum, ABLE reserves three to five seats in a number of general education courses. Students enrolled in a tandem section through ABLE attend class with the general college population and then attend workshop(s) held just for them twice a week. These workshops are facilitated by individuals who have completed the particular course with superior grades. Several workshop facilitators have participated in the ABLE Program themselves. In the workshops, the students learn not only specific study skills, but also about the collaborative learning process. In fact, some have organized study groups in classes not attached to ABLE. Workshops also are scheduled with the basic reading, writing, and mathematics courses. A learning disabilities specialist facilitates the study sessions for the most basic courses.

Every student enrolled through ABLE is scheduled to meet weekly with a support group facilitated by an experienced counselor. Separate workshops are held for individuals with brain injuries, as opposed to individuals with learning disabilities, since they often cope with different issues. For example, individuals with brain injuries must cope with dramatic changes in themselves, whereas individuals with learning disabilities often deal with lifelong frustrations.

A staff counselor coordinates a mentoring program mostly for students new to ABLE. Mentors are recruited from Phi Theta Kappa, the campus's honor society, and many mentors also have participated as students in the ABLE Program. This component strengthens peer relationships and encourages integration into mainstream campus life. The students and mentors often plan major social activities.

Important to the effective operation of this program is the coordination efforts on the part of the Director, counselors, instructors, clinicians, and study session facilitators. Weekly staff meetings covering recent literature on learning disabilities and brain injuries ensure knowledgeable support for the students, as well as provide a forum for sharing concerns and brainstorming effective techniques. The supportive team extends to the students' family members and significant others. They are invited to attend monthly support groups, where speakers from local agencies and the college address relevant issues.

Through the structuring of curriculum and services, the Longview Community College ABLE Program provides an environment in which individuals with disabilities feel safe and respected, thus

fostering learning and growth of self-confidence. As the students gradually enroll in more regular classes, their instructors report seeing them as better prepared, interested in learning, and confident enough to ask questions in class. The regular instructors, then, become more responsive to students with disabilities, strengthening the students' cycles of success.

Although the students themselves are the best advertisement for the program, strong outreach activities also have ensured steady participation and growth. To encourage enrollment in the program, relevant agencies, area high schools, and colleges have been made aware of its existence. Many learning disabilities teachers have regularly brought their students to our campus so they that could learn about ABLE. Letters about the program are sent to students who self-identify as having learning disabilities at the time of placement testing. Now in its tenth year of operation, ABLE serves more than six times as many students as in its first semester.

Mission, Goals, and Objectives

The mission of the Metropolitan Community Colleges (MCC) states that the institution "provides access to affordable, responsive, quality education and training opportunities in a supportive and caring environment which values diverse constituencies and enables individuals to successfully pursue lifelong educational and career goals." At MCC, disability is incorporated into a strategic priority related to diversity which states, "MCC affirms the value of diversity in faculty, staff and student body and will actively promote diversity in hiring, curriculum and on-going operations (current environment)." This priority reflects MCC's strong commitment to place diversity in a broader context rather than to simply be in compliance with the law. A goal of the diversity priority is to "Frame and infuse diversity into a broader context to include not only those areas required and protected by law, but also respect for choices in living, learning, teaching and working."

Since its inception in 1969, the Longview Campus has demonstrated a sensitivity toward students with disabilities. Developmental classes and tutorial services were put into place almost immediately, and within one year a counselor for individuals with disabilities was hired. The campus objective is to provide an environment in which students with disabilities can succeed.

The main objective of ABLE is to empower individuals with learning disabilities or brain injuries with the skills needed to gain control of their own lives and learning, so that they can make a successful transition to regular college courses, vocational programs, or the workplace. This major objective comprises several goals, including increased level of comfort in the college setting, self-knowledge, knowledge of rights and appropriate accommodations, assertiveness and decision-making skills, remediated basic skills, and higher self-esteem. Student success is measured through testing, reviewing retention and transition rates, and case studies.

Since the program's inception in January 1991, students who have experienced the ABLE Program have self-advocated for appropriate academic adjustments and auxiliary aids in courses taught by reluctant instructors, assertively advocated for a more accessible campus, sought out assistance from campus resources outside the program, and initiated a Students for Equal Access Club. Former students have invited ABLE staff to commencement ceremonies at colleges where associate and bachelor's degrees were earned, at least eight of which were earned with honors. Other ABLE students have been inducted into Phi Theta Kappa, served on student government, been nominated for *Who's Who in America's Junior Colleges*, and won awards for their outstanding contributions and student leadership. One former ABLE student convinced a local television station to present a news story on ABLE. The story was aired on October 29, 1993. That student, who completed an Associate in Arts degree, works full-time and recently has been married.

Significant Features of the ABLE Program

Although many students with disabilities were served adequately by the moderate level of support services described above, students with learning disabilities and/or brain injuries present particular challenges. In 1985, approximately 15 students on campus had self-identified learning disabilities. By 1990, that number had increased to 70. Since learning disabilities and brain injuries are of such a diverse nature, the need for an intensive program to empower these individuals became evident.

The ABLE Program addresses these students' needs with a comprehensive program that actively involves students in a supportive environment addressing their individual needs. Within a structured curriculum, students in the ABLE Program learn the skills needed to succeed in college and the workplace. Every student in the program takes a basic core of courses, comprising classes to develop personal awareness, assertiveness skills, and college survival skills. Other courses are offered for students who need to build basic academic skills or gain career awareness. In addition, study sessions are provided to reinforce concepts learned in basic skills courses and to help students learn strategies to help them succeed in regular college courses into which they are mainstreamed. Students also are assigned to one support group session per week. Support groups are facilitated by experienced counselors. Students' parents and significant others are invited to an orientation and support group meetings designed especially for them.

Cost-Effectiveness and Replicability

ABLE is a program that simply structures in particular courses and services already existent for community college students, but available only on a demand basis. Classes and study sessions are limited in size to no more than 12 students. The eight ongoing support groups of ten students each are unique to the program.

To offset the expense of the program, ABLE students pay a $35 per-credit-hour lab fee in addition to tuition. Even with the additional fee, ABLE is competitive with four-year colleges in terms of cost to the student. The additional charges offset the costs of counseling, clinical staff, and smaller classes. The program is approved by Vocational Rehabilitation of Missouri, which pays the increased tuition for qualified individuals. Avila College, the University of Missouri–Kansas City and the University of

Kansas have placed graduate-level practicum students in the program, thus providing additional clinical assistance to the ABLE students. In addition, the Penn Valley Campus of MCC has placed an intern from the occupational therapy assistant program to work with accommodation issues.

Some of the costs of the program are offset further in that many ABLE students are from outside Longview's service area, and they tend to stay at the college after completing ABLE courses to continue in the regular program.

ABLE received the Program of the Year Award from the Governor's Council on Disability and the Alliance for Inclusion in 1994.

Community Involvement

ABLE interfaces with professional organizations, agencies, schools, and family members of individuals with learning disabilities in the community. The Director has participated in numerous projects, such as the coordination of collaborative mini-conferences for the MO-KAN Council for Learning Disabilities, Learning Disabilities Associations of Missouri and Kansas, and Divisions of Learning Disabilities of Missouri and Kansas, as well as the organization of support group meetings for the parents and significant others of students enrolled in the ABLE Program. The Director also presents regularly at professional conferences. In addition, in 1996 the Director was appointed to both the Governor's Council on Disability and the Board of Directors of the Learning Disabilities Association of Missouri. She was elected Co-President of the Learning Disabilities Association of Missouri in 1999 and worked as a member of a national subcommittee.

The community has responded to the reputation of the ABLE Program. The Greater Kansas City Affiliate of the Learning Disabilities Association has established scholarship funds for students in the ABLE Program. The Pilot Club also has donated scholarship funds. The Learning Disabilities Association of Missouri voted the Director 1992 Learning Disabilities Professional of the Year. The Council for Learning Disabilities named the Director an Outstanding Teacher in Learning Disabilities in 1993. The Director was listed in *Who's Who Among American Educators* in 1996 and was awarded Outstanding Contribution to the College in 1998. Vocational Rehabilitation and other agencies regularly refer clients to the ABLE Program. In fact, two of the ABLE courses have been taught by Vocational Rehabilitation counselors.

ABLE is guided an Advisory Board comprised of professionals in the fields of learning disabilities and brain injury, as well as a former student and the parent of a former student. Board members, many of whom represent community agencies, have given in-service training for instructors, clinicians, tutors, and parents of students. They also have been actively involved by making suggestions and referrals.

Key Factors that Make ABLE's Approach Effective for Students with Significant Disabilities

Students with disabilities confront very different situations when making the transition from high school to college. Whereas in high school they were identified and assisted by professionals who perceived a

need for support services, in college these students must not only self-identify, but must know what academic adjustments and auxiliary aids they need, as well as how to self-advocate for their use. ABLE provides intensive support to the students while helping them develop metacognitive and self-advocacy skills. Supports unique to ABLE include:

- Academic counseling by a learning disabilities specialist
- One-stop enrollment through the ABLE Office
- Study sessions that supplement specialized basic skills courses, as well as regular college courses
- Weekly support group sessions
- Assistance with the identification and provision of appropriate academic adjustments and auxiliary aids
- Advocacy support

Meanwhile, students take courses in which they learn:

- About the differences between high school and college
- What resources are available on campus and how to access them
- Decision-making techniques
- Assertiveness
- Rights and responsibilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act
- Self-advocacy
- Negotiation skills
- What their learning styles mean in terms of academic adjustments and auxiliary aids
- How to organize time and materials
- Notetaking techniques
- Reading strategies
- Test-taking strategies
- How to identify interests and goals

The classes designed only for students in the ABLE Program are limited in size to no more than 12 students, allowing for a great deal of interaction among the class members, thus enhancing both the active learning process and social skills. The courses are highly structured and encourage the development of "good student" behaviors--for example, attending class regularly, being on time, completing homework assignments, etc.

Evaluation Results Demonstrating the Effectiveness of ABLE's Approach

Instructors report that ABLE students perform overall as well or better than students in the regular program. During the academic year 1998–1999, of classes completed, 85 percent of students reflected of C or better in ABLE courses and 76 percent reflected grades of C or better in regular college courses. When courses from which students withdrew are included, 69 percent of all ABLE courses were completed with a grade of C or better, and 52 percent of all regular courses were completed with a grade of C or better. (This success rate was somewhat lower than the previous year. It is speculated that the results reflect a consequence of serving a larger student population with little or no additional staff.) Overall, enrollments of students currently and formally in ABLE were slightly higher in 1998-1999 than in the previous academic year. Eighty-one percent of students enrolled in ABLE in fall 1998 re-enrolled in spring 1999.

Throughout the academic year, the ABLE office received news that former students had earned the following Bachelor Degrees: English from Central Methodist College, Geography from the University of Missouri-Kansas City, Business for Columbia College. In addition, former students earned the following MCC certificates and degrees: Associate of Arts (3), Associate in Applied Science: Ford Mechanical, Associate in Applied Science: Human Services.

In the 1998-1999 academic year, a total of 89 students enrolled in ABLE. Eighteen students made the transition to the regular program. The ABLE Office received word that six former students were enrolled at other colleges, and one had been accepted to Iowa State University on a full scholarship. The office also was informed that more than eleven former students have attained full-time employment. Office staff also was invited to the wedding of two former students. Another former student passed the GED examination after navigating the many hurdles required to gain permission to use accommodations, such as extended time and a private room for testing.

During the 1998-1999 academic year a student enrolled in the ABLE Program was inducted into Phi Theta Kappa and immediately elected to serve as Vice-President of the Service Projects Committee. Twenty-five percent of students enrolled in the ABLE Program in 1998-1999 earned a grade point of 3.5 or higher for at least one semester.

Students in the ABLE Program in 1998-1999 continued to involve themselves with campus organization and activities, participating in Student Government, the Baptist Student Union, and the "Mighty Voices of Longview." One student in the program was voted "Mr. Longview." Students also served as mentors to students new to the ABLE Program and helped to organize the fourth annual "Walk'N-Roll-a-Thon," at which monies were donated to purchase assistive equipment for use by students in the ABLE Program. In addition, former students presented as members of student panels at an MCC Diversity Training session, as well as at a Transitional Fair held in Shawnee Mission, Kansas. They also assisted the Director in presenting their experiences as college students enrolled in the ABLE Program to students from various local high schools. Sixty students enrolled in ABLE for the 1999 spring semester.

Although the above data support both the students' academic achievement and comfort level in the college setting, general research has indicated that individuals with an internal locus-of-control, higher self-esteem, and adequate critical thinking skills have been found to be more successful in life's

endeavors. Assessments of these traits are administered shortly before ABLE students begin classes for the first time and again during the week of final exams. The tests utilized were the *Cornell Critical Thinking Tests*, *Culture Free Self-Esteem Inventory*, and two locus-of-control instruments. Posttest means have indicated a movement toward an internal locus-of-control, higher self-esteem, and better critical thinking skills. In fact, the groups enrolled in the summer and spring semesters demonstrated record gains on their posttest scores on total, general, and personal self-esteem, as well as internal locus-of-control.

Background Information

Longview Community College primarily serves the population within a 25-mile radius from the campus in Lee's Summit, Missouri. Of the students at Longview, 99 percent live in suburban areas and 2 percent in rural areas. The current unemployment rate is 2.7 percent, and the average family income is $45,058. It is worthy to note that, because ABLE is a unique program, the student population comprises a significantly higher percentage of individuals from rural areas, distant parts of the state, and other states (especially Arkansas and Kansas).

Longview Community College offers 20 associate degree programs and 38 certificate programs. The racial/ethnic distribution is 83.4 percent white, 12.4 percent black, .4 percent American Indian, 1.9 percent Hispanic, 1.1 percent Asian, and 0.1 percent non-resident. Seventeen percent of the students were on Pell Grants in the 1998–1999 school year.

Faculty and Staff Characteristics

	Male		*Female*	
	Minority	Non-Minority	Minority	Non-Minority
Faculty				
Employed Full-time	2	57	4	43
Employed Part-time	7	155	3	123
Total	9	212	7	166
Staff				
Employed Full-time	8	51	5	76
Employed Part-time	1	4	2	25
Total	9	55	7	101

Enrollment Information

	Number in Associate Degree Programs	*Number in Certificate Programs*
1996–1997 school year	6,146	152
1997–1998 school year	5,870	75
1998–1999 school year	8,301	1,442
Number who did not return to program after the 1997–1998 school year[a]	5,157	39
Number who completed their program during/following the 1996–1997 school year	1,119	61[b]
After Program Completion		
Number who enrolled in four-year colleges after completing their program in 1996–1997	58	0
Number who found employment (35 hours or more per week)	71	2
Number serving in the military	0	0
Number unemployed	926	3

[a] Does not necessarily indicate that they did not complete their goals.

[b] Some certificate completers continue in degree program.

Students with Significant Disabilities Served by the ABLE Program

	Number with Disability	Number who received help from: Vocational Rehabilitation Services	Secondary Schools	Other Agencies
1996-1997				
Autism	2	1		1
Learning disability	36	12	2	
Multiple disability	24	14	1	5
Traumatic brain injury	15	6	1	3
Total	90	33	4	9
1997-1998				
Autism	3	1		1
Learning disability	38	6	3	1
Multiple disability	33	12	1	6
Traumatic brain injury	12	5	1	6
Total	86	24	5	14
1998-1999				
Autism	1	1		1
Learning disability	49	5	3	5
Multiple disability	24	2		1
Traumatic brain injury	11	4		1
Total	85	12	3	8

Staff

Director Name/Job Title: Mary Ellen Jenison, ABLE Program Director/Learning Disabilities
Academic Degrees: B.A. Elementary Education/Montessori
M.A. Special Education: Learning Disabilities
Certifications:
Elementary Education
AMI Montessori
Professionally Recognized Special Educator
Special Education: Learning Disabilities
9.5 years in current position
10.5 years in the field
30% supervising students with significant disabilities
70% providing services to students with significant disabilities
Funding for position: 36% state taxes, 64% tuition/fees

Kay Owens, Senior Secretary
Academic Degree: Elementary Education
Certificate: Bachelor of Science
1 year in current position
1 year in the field
50% providing services to students with significant disabilities
Funding for position: 36% state taxes, 64% tuition/fees

Randa Newcomer, Counselor (part-time)
Academic Degrees: B.S. Elementary Education, M.A. Psychology
Certificate: Elementary Education.
5 years in current position
10 years in the field
50% providing services to students with significant disabilities
Funding for position: 36% state taxes, 64% tuition/fees

Dorothy K. Jarvis, Learning Specialist
Academic Degree: B.S. Special Education
Certificate: Special Education/Learning Disabilities and Behavioral Disorders
8 years in current position
14 years in the field
63% providing services to students with significant disabilities
Funding for position: 36% state taxes; 64% tuition/fees

Sarah Trumble, Instructor (part-time)
Academic Degree: B.S. Special Education
Certificate: Special Education/Learning Disabilities and Behavioral Disorders
8 years in current position
33 years in the field
13% providing services to students with significant disabilities
Funding for position: 36% state taxes; 64% tuition/fees

Barbara Schaefer, Instructor (part-time)
Academic Degrees: B.S. Education, M.A. Education, Specialty in Secondary Counseling
Certificate: Secondary Counseling
3 years in current position
27 years in the field
13% providing services to students with significant disabilities
Funding for position: 36% state taxes, 64% tuition/fees

Additional staff (instructors, clinicians, tutors, and facilitators) are hired each semester. Eleven instructors hold master's degrees; all clinicians have been trained to teach a clinical reading course; and all tutors have earned A's in the content area in which they tutor. All are funded from 64% tuition and fees, 36% state taxes.

Coordinator ABLE Program—Position Description

The full-time faculty coordinator, reporting to the Dean of Instructional Services, will have overall management responsibilities for ABLE. The Coordinator will also be responsible for instructing four to six credit hours of guidance courses per semester.

Functional Responsibilities

- Design and implement process of determining student eligibility for participation in the program
- Coordinate the testing process for program participants
- Develop evaluation criteria to determine program effectiveness
- Coordinate and implement support groups for participants
- Direct the development of instructional techniques for the core classes of the program
- Supervise curriculum development and procurement of instructional materials
- Select, supervise, and evaluate program instructors, clerical support, and instructional aides
- Coordinate and supervise recruitment and enrollment of program participants
- Develop and administer program budget
- Develop and maintain cooperative efforts with college personnel to ensure success of program
- Supervise the maintenance of program records and reports, including individual participant case files
- Instruct four to six credit hours of guidance courses per semester
- Develop liaisons with community agencies, associations, and groups
- Other duties as assigned

Coordinating Tasks

- Coordinate the development and delivery of designated in-service training programs for program staff to ensure incorporation of most up-to-date instructional techniques for the program
- Coordinate the development and delivery of in-service seminars for college faculty and staff
- Coordinate service delivery with student services, instructional, and learning center personnel

Required Skills

- Demonstrated competence in working with people in other disciplines, agencies, and businesses
- Demonstrated competence in working with special populations, especially individuals with learning disabilities

- Demonstrated competence in interpretation of psychoeducational test data
- Ability to organize and administer projects including ability to schedule, supervise, and coordinate staff members and control project budget
- Ability to effectively communicate with faculty members regarding specialized instructional techniques

Required Educational Background

Master's degree in special education with a certification in learning disabilities required.

Required Years of Experience

Three to five years experience in postsecondary setting required.

ADA Coordinator—Position Description

Responsibilities

- Develop policy and procedures
  - Grievance process that involves Access Office and faculty
  - Course substitution and waiver process with Access Office and faculty
- Educate faculty and staff on ADA rights and responsibilities
- Work with Access Office To
  - Maintain integrity of accommodation process to provide equal access for students with disabilities
  - Establish clear process to receive accommodations and document services provided
  - Determine if student is qualified and entitled to reasonable accommodation through disability documentation
  - Prescribe accommodations based on documentation
  - Assist with provision of accommodations
  - Explain justification and reasoning used to provide accommodations
  - Maintain confidentiality of student disability information
- Work with Faculty To
  - Maintain integrity of academic standards
  - Establish course goals, standards, evaluation
  - Provide accommodations as requested

- Maintain confidentiality of student disability information
- Help Access Office determine if an accommodation creates a fundamental alteration of course
- Discuss with the Access Office any change in the manner in which accommodations are provided prior to implementation
- Collaborate with Access Office to provide equal access for students with disabilities

Funding

	Funding Amount 1996–1997	*Funding Amount 1997–1998*	*Funding Amount 1998–1999*
Learning Disabilities Association of MO	$300	$20,174	$761
Pilot Club Scholarship Fund	$100	$300	$33
Jewish Heritage Foundation	$2,519	$10,964	$11,650
Carl Perkins Funds		1,243,664	$1,164,218
Total	$2,919	$1,275,102	1,176,662

Services Provided to Students with Significant Disabilities

Outreach

Outreach is accomplished in a variety of ways. The Program Director makes presentations about the ABLE Program to a variety of groups, including students and LD teachers from a number of schools in the greater Kansas City area, the Learning Disabilities Association of Missouri Conference, the Governor's Council on Disability, and the Metropolitan Community Colleges' District In-Service. Materials are exhibited at various local postsecondary/technical school fairs. In conjunction with the Johnson County Transition Council and Johnson County Community College, a collaborative agreement was made whereby Johnson County, Kansas, residents who qualify for ABLE can attend

ABLE classes, with Johnson County Community College paying out-of-state tuition, as well as lab fees (see Exhibit B). Finally, the program's web page is available at http://www.kcmetro.cc.mo.us/programs/able.html.

Direct outreach involves a collaborative effort with secondary educators, whereby selected students who qualify for ABLE attend their high school as well as classes in the ABLE Program during their senior year. High school classes for students with learning disabilities visit the campus to learn about ABLE. The Director usually asks a current student to present with her. Letters about the program are sent not only to high school counselors, but also to transition specialists in the greater Kansas City area. The Director also has served as a consultant for professionals and parents, helped revise a Welfare-to-Work Resource Guide for employers, as a member of a Federal Welfare-to Work Subcommittee, and advocated for the provision of accommodations to scholarship participants and GED applicants.

Admissions Accommodations

Students in the ABLE program are enrolled in the College through an individualized process. The ABLE staff provide one-to-one assistance for all students throughout the enrollment process. To assist students, enrollment is announced early and conducted by appointment. Students are referred for placement testing on an untimed basis and are afforded other accommodations as needed. Enrollment typically begins several weeks before enrollment in the regular program. Students who had not yet completed high school were accepted into the program in collaboration with their respective schools.

Disability Documentation Policy

The Metropolitan Community Colleges require documentation to support the need for an accommodation. MCC attempts to follow the guidelines set forth by the Association of Higher Education and Disability (AHEAD) for documenting disabilities. The one exception to the AHEAD guidelines not followed by MCC include the requirement specifying that the documentation be less than three years old. This decision is made on a case-by-case basis. Some disabilities will not change over time and others will. Preferred documentation for learning disabilities is based on adult-normed testing materials. The student must supply written documentation from an appropriate professional depending on the type of disability. For instance, an ADD diagnosis must come from a physician or psychologist who has expertise in the area of attention deficit disorders. A learning disability must be diagnosed by a learning disabilities specialist and be supported by a neuropsychological evaluation.

Pre-enrollment Orientation, Academic Preparation, and Support Services

The ABLE Program Director and students currently enrolled in the ABLE Program speak to students in high school learning disabilities classes and to adult groups regarding the ABLE Program as well as the different types of services offered at the college level. The students in the ABLE Program present so that potential students can hear a student's perspective of what the program and college are like. ABLE staff are available by appointment throughout the year to assist potential students with pre-enrollment and orientation services.

Enrollment Process

The Director or the counselor meets with every potential student to explain the program and conduct background interviews (see Exhibit C) and reading and study skills surveys (see Exhibit D). After discussing courses needed for each student's academic goal, the Director interprets diagnostic reports to each student in understandable language and works with each individual to select appropriate academic adjustments and auxiliary aids for classes. If a student needs additional assessment, the Director makes the referral and assists the student in making the arrangements.

Who Pays for the Accommodations?

The Missouri Division of Vocational Rehabilitation (DVR) will pay for supportive services required by students with disabilities that are unique to the student and not provided to the general student population by the college. Vocational rehabilitation assistance is provided to students who meet financial need guidelines set by the Missouri Division of Family Services and the Department of Labor. Examples of services provided by eligible VR clients include personal care attendants, transportation assistance, tape recorders, personal computers, and assistive technology devices.

The Metropolitan Community Colleges provide all accommodations necessary for students to have equal access to educational programs and services. Assistive technology used in classrooms and labs, notetakers, readers, interpreters, alternative testing, and alternative formats for print materials are paid for by the college. Currently, evaluation and training for the use of assistive technology related to course work is being funded by the college. Any services required by the student outside of the classroom and learning center are usually paid by Vocational Rehabilitation.

The Missouri VR is currently negotiating with the State Coordinating Board for higher education regarding the funding of interpreters. The College may begin funding interpreters in the next fiscal year.

Career Advising and Career Planning Assistance

The campus employs a special needs counselor who works individually with students with disabilities on determining career paths. The campus also has a vocational evaluator who administers career related testing. The ABLE Program offers a career course in which students learn how to determine their own interests, aptitudes, and learning needs.

Requests for Accommodations

For this specialized program, the Director, who is a learning disabilities specialist, works with each student to design an appropriate array of academic adjustments and auxiliary aids. First of all, the Director requests and then reviews diagnostic summaries and/or neuropsychological assessment reports and interprets them from the perspective of the educational process. Either the director of counselor administers a reading and study skills survey (see Exhibit D) to the potential student, asking the student to write his or her responses. This process provides important information regarding the student's study and test-taking experiences, as well as a writing sample. The Director then interprets the results of the assessment review and the student's responses.

To develop an individualized menu of academic adjustments and auxiliary aids for the student, the Director explains the terminology, shows the student examples of accommodations used in the classroom, then asks the student what he or she thinks would be appropriate tools. When the student mentions an academic adjustment or auxiliary aid, the Director then asks why he or she thinks it would be helpful. All of the student's responses are written on a sheet for the student's records and the office records (see Exhibit E, *Student Data Form*).

If a student does not mention an accommodation that the Director thinks would be helpful, the Director suggests the option and discusses it with the student. Very rarely does a student suggest an accommodation that their assessment does not support. Asking the student for a rationale is an effective way to deal with the situation.

Accommodations

Instructors of ABLE courses have no more than 12 students in their classes. Teaching loads are determined according to number of credit hours taught, regardless of the size of the class. In addition, instructors of ABLE basic reading, writing, and math courses are assisted by a learning disabilities specialist who facilitates reinforcing study sessions twice a week.

For students, academic adjustments most commonly used include lighter course loads, extended time to complete in-class assignments, quizzes, and tests, doing homework on a word processor, having tests administered orally, or giving oral responses to tests. Auxiliary aids most commonly used include a volunteer notetaker, tape recorder, calculator, spell checker, and books on tape (or scanner with

speech synthesis). Exhibits F, G, and H display samples of forms used for requesting and providing notetakers, academic adjustments/auxiliary aids, and testing accommodations.

Responsibilities of Faculty

It is critical that institutions support faculty who cooperate with disabled student services personnel in providing authorized accommodations and support services, in a fair and timely manner, for students with disabilities.

In accordance with the ADA, faculty do not have the right to refuse to provide required accommodations, to question whether a disability exists when accommodations have been authorized by the college, or to examine a student's documentation. However, faculty members should have input into the means for providing accommodations in their particular classes. A student with a disability must be able to understand the course material and communicate that comprehension to the instructor. Support services should give the student the opportunity to achieve that outcome, so long as the accommodation does not alter the fundamental nature of the course or program.

If a faculty member has questions about the appropriateness of a required accommodation, he or she might wish to consult with the Disabled Student Services Coordinator. If a disagreement is unresolved, the faculty member should contact his or her department immediately and begin working on a solution. In the meantime, the faculty member should continue to provide the accommodation until it is set aside or modified by authorities competent to take a legally binding decision for the institution. If the institution does not have a policy in place for appealing accommodation decisions, one should be developed. In any event, the faculty handbook or its equivalent should include a section that clearly sets out the responsibility of faculty members regarding accommodations. This would be an opportunity to include a statement that the institution and/or the faculty member could be sued if accommodations that should have been provided were not. Examples of accommodations faculty members could make according to specific disabilities are as follows.

Suggested Accommodations

Blind and Visually Impaired Students

To provide appropriate accommodations for blind and visually impaired students, faculty members should:

- Provide alternative test formats such as Braille, audio tape, computer disk, large print.
- Read materials from overheads or blackboards rather than pointing to them.
- Seat blind and visually impaired students in the front of the room.
- Permit the use of tape recorders, computer notebooks, or slates and styluses during lecture.
- Provide a lab assistance where appropriate.

Deaf and Hearing Impaired Students

To provide appropriate accommodations for deaf and hearing impaired students, faculty members should:

- Require seating in a spot that will allow a good view of the instructor, the interpreter, and the blackboard.

- Keep their hands and other things away from their lips.
- Use captioned films and videos.
- Provide handouts in advance so the deaf student can watch the interpreter during a class discussion rather than have to read new material at the same time.

Students with Physical Impairments

To provide appropriate accommodations for students with mobility problems, faculty members should:

- Make sure the class meets in an accessible location.
- Permit students who have difficulty writing to use notetakers during class and exams.
- Provide a portable lab station for students who use wheelchairs.

Students with Learning Disabilities

To provide appropriate accommodations for students with learning disabilities, faculty members should:

- Allow these students additional time on exams.
- Allow spell-checkers or calculators in class and on tests.
- Provide alternative testing formats such as an oral exam.

Authority to Enforce Implementation of Reasonable Accommodations

The Dean of Students serves as the ADA Coordinator for each college. As such, the Dean has the authority to enforce the implementation of reasonable accommodations for students with disabilities. The ABLE Program Director requests disability documentation information and recommends accommodations. The Access Office works with the ABLE staff to deliver the accommodations. Faculty are required to provide any accommodation requested by the Access Office. If a disagreement exists regarding the provision of an accommodation due to a fundamental alteration of course objectives, the faculty member must contact the Access office to negotiate any changes while continuing to provide the accommodation until the changes are agreed upon by the Access office and faculty member. Any disagreement or grievance related to student ADA accommodations is mediated through the Dean of Students. Refer to Exhibit I, the *Access Office Handbook*.

MCC has a full-time ADA/Student Civil Rights Compliance Coordinator who assists with the development of policies and procedures to ensure compliance with ADA and Section 504. The ADA Coordinator meets monthly with the Access office staff to improve the delivery of accommodations for students with disabilities. Other duties include investigating and mediating ADA grievances through the Dean of Student Services, managing the transition plan and ADA renovation budget for facilities access,

coordinating long-range planning for assistive technology, and developing and delivering ADA training for employees. The ADA Coordinator reports to the Vice Chancellor/Assistant to the Chancellor. The Chancellor is ultimately responsible for compliance with all federal requirements.

Case Management Design and Procedures

The Director serves as the case manager for each student enrolled in the ABLE Program. Diagnostic reports are requested from students and read and interpreted from an educator's point of view. Academic adjustments and auxiliary aids are selected based on information from the diagnostic reports, as well as information given by the student on the reading and study skills survey and placement testing results, especially how much time the student took to complete each subtest. In order to maintain a supportive team for the students, the Director schedules several 30-minute staffing sessions per week so that the counselors, instructors, clinicians, and facilitators can select the times that fit their schedules. At the sessions, collaboration in working with the students takes place and information from the literature regarding the fields of learning disabilities and brain injuries is shared. This helps to ensure that students are better monitored and that the staff are all trained. The Director also schedules "checkpoint" appointments with students who staff members report as having some difficulties.

Post-Enrollment Academic Support Services

Students' performance is monitored by the Director's teaching one of the first semester courses and through feedback at staff meetings. Students enrolled in basic academic skills or regular college courses through ABLE are scheduled into two study sessions per week. In addition, since the Director enrolls each student, she takes the opportunity to discuss the student's progress with the student. The Director also encourages feedback from instructors in the regular program. Regular contacts are made with community agency staff and high school teachers to give feedback on student progress.

Nonacademic Support Services

Every student enrolled in the program is scheduled into one support group session per week. Counselors also meet with students on an individual basis upon request. Every student is required to take two one-credit-hour courses and one two-credit-hour course during their first semester in the program. These courses focus on college orientation, decision-making, assertiveness, self-advocacy, and other self-management skills. The courses are taught by the director, a special needs counselor and a part-time instructor with certification and many years of experience in learning disabilities.

Students are referred as needed to the campus Student Activities Office, where information on local housing is available. An informal carpool list is kept in the ABLE Office so that students can exchange names and numbers and arrange rides.

Transportation issues continue to be a problem. During the summer of 1997, the Director encouraged students to attend a local forum regarding public transportation issues. As a member of the Governor's Council on Disability, the Director is encouraging legislation on greater public transportation opportunities for all individuals with disabilities.

Support Group

We have found that students often share many similar issues, concerns, and interests. The support group is designed to provide students with an opportunity to informally discuss these in an open and supportive atmosphere.

We believe that each student comes into the group with a wealth of experiences, resources, and perspectives of the world within them and around them. Thus, unlike a typical college class where the instructor decides what will be dealt with, students are asked to help generate ideas for topic areas to be discussed.

Topic areas may include academic issues, personal issues, social issues, vocational issues, current events, and any other areas of interest and relevance to the students. Students are encouraged to bring (or make the group aware of) books, articles, videos, activities, experiences, guest speaker ideas, and any other resources that they think the group would be interested in.

Students are asked to participate in the group discussion. This is very important since this will not be a typical lecture-oriented class. Thus, student input is a critical ingredient for the success of the group.

There are two general guidelines for the support group:

1. Students are asked to respect the thoughts and feelings of each other. We can disagree and still have respect for one another.
2. Confidentiality. What is discussed in the group will remain in the group.

Support groups have been found to have the potential to:

- Increase understanding and broaden our perspective on the issues discussed
- Reinforce and validate our own beliefs and feelings about the issues discussed
- Help individuals deal more effectively with challenges facing them
- Allow group members to express themselves
- Help group members learn new ideas
- Help group members learn more about themselves
- Help group members become more accepting of themselves and others
- Provide support and understanding to all group members in their quest for academic and personal growth

Student Appeal/Grievance Policies and Procedures for Handling Accommodations Disputes and/or Complaints of Discrimination

A student grievance regulation (7.30030) is in place to ensure proper coordination and implementation of a student grievance, which is defined as an unresolved disagreement between the student and the district. The student grievance procedure includes an informal process during which the student discusses his or her concern with the Dean of Students or the District ADA/Student Civil Rights Compliance Coordinator in a personal meeting. The Dean of Students then attempts to negotiate a resolution between the Access Office and faculty member. If a solution is not agreed upon, the student may begin a formal grievance process with a formal hearing (scheduled within 10 days) with a standing committee composed of four or five persons including an employee (such as an Access counselor from another campus) and a student with a knowledge of disability issues or personal experience with a disability. The District ADA Coordinator will be a nonvoting member of the committee. The formal hearing proceedings and any informal action occurring prior to the hearing must be documented in writing. A copy of the findings or recommendations must be given to the student within 15 working days of the committee's formation. Appropriate action based upon the committee's recommendation must be received within five working days. The college President will implement the recommendation. An appeal may be requested in writing to the Chancellor within 10 working days. The decision of the Chancellor will be final.

Board Policy—Americans with Disabilities Act (3.25060 BP)

Compliance with the Americans with Disabilities Act is a priority of the Metropolitan Community Colleges. The Board of Trustees hereby directs the administration to prepare, publish, and distribute regulations and procedures to comply with the Americans with Disabilities Act and to take action to implement the requirements of the Americans with Disabilities Act.

District Policy—Student Grievance (7.30030 BP)

The Board recognizes the need for the establishment of a grievance process available to all students. It, therefore, directs the chancellor to develop and implement a grievance regulation providing for appropriate steps for the resolving of student grievances.

District Regulation—Student Grievance (7.30030 DR)

In accordance with board policy, the district officers will implement a student grievance procedure in compliance with district standards and federal guidelines. To ensure proper coordination and implementation of a student grievance, which is defined as an unresolved disagreement between the student and the district, the following will be adhered to:

I. Informal procedure will provide an opportunity for the student to:
   A. Discuss her or his grievance with the appropriate dean or Title IX coordinator or affirmative action officer or specified designee if the grievance involved aforementioned persons
   B. Arrange for a meeting with the student and involved employee

C. Provide counseling for the student and the employee if the grievance involves a question of judgment or opinion not covered by a policy, regulation, or procedure

II. Formal procedure will provide for the student or employee to:

A. Request a formal hearing with a standing committee composed of 4 to 5 persons (within 10 days) of the grievance, at the level of the grievance

B. Document the grievance, including the informal action, which has preceded the formal hearing

C. Have a structural hearing protecting due process conducted in a manner consistent with the orderly affairs of the district and in a way most conducive to the determination to the truth of the matter

D. Receive a copy of the findings or recommendations within 15 working days of the committee's formation

E. Receive within 5 working days appropriate action based upon the committee's recommendation; the officer will implement the recommendation

III. An appeal process will provide for the student or employee to request an appeal in writing to the chancellor within 10 working days. The decision of the chancellor will normally be final.

Procedures for Students to Voice a Complaint in the Area of Instruction

1. The student must first make an effort to resolve the problem with the instructor.
2. If the matter cannot be resolved with the instructor, the student should then see the appropriate division chair.
3. If the issue is still unresolved, the student may submit his/her complaint, in writing, to the office of the Dean of Instructional Services (Dr. John Kaczynski). You may use a formal complaint form available from the Instructional Services Office (3rd Floor Campus Center) or you may simply write a letter using your own words. Note that only individual complaints will be accepted. All complaint letters should include:

   - Your name
   - Your social security number
   - The name of the instructor
   - The class name, date, and time

   Upon receipt of a complaint, the Dean of Instructional Services will:

   - Inform the instructor and the division chair that a complaint has been lodged and give them an opportunity to respond
   - Take all factors into consideration and provide a response, in writing, to the student and the instructor

4. If the student feels the issue is still not resolved, he or she may request that the matter be reviewed by a faculty committee. A committee review and subsequent decision would be the final step.

Transition Services

Many students work with vocational rehabilitation counselors who assist with transition issues. The Director also works with professionals at institutions to which students are transferring to smooth the transition process. The director also has worked with employers regarding accommodation issues. In addition, the Director plans to assist a student with autism in his transition to a vocational/technical school next fall.

Collaboration with Rehabilitation Services and Other Adult Service Agencies

The Director works with vocational rehabilitation counselors, rehabilitation counselors for the blind, and Veterans Administration rehabilitation counselors to ensure adequate support for the students. Several vocational rehabilitation counselors serve on the ABLE Advisory Board. The Director continues to work with public-supported agency counselors. She also builds professional relationships with private rehabilitation counselors. The Director also works to ensure that students receive the accommodations they need to take the GED. Referrals are made by agencies serving displaced workers, such as Project Refocus. Presentations are made at conferences serving adults with learning disabilities. The Director was appointed to the Governor's Council on Disability and was elected Co-President of the Learning Disabilities Association of Missouri. The Director has worked with area supported living agencies in monitoring student progress. Referrals continue to be made by agencies serving displaced workers. In 1998-1999, the Director presented at the Transitional Learning Center at Truman Medical Center East, the Learning Disabilities Association of Columbia, Missouri, and the Career Conference in Madison, Wisconsin. She continues to work as a member of the Governor's Council on Disability, serving on the Legislative and Research committees. Materials about ABLE were exhibited at the College and Vocational/Technical School Fair at Shawnee Mission North High School, as well as at the Transition Fair in Jefferson City, Missouri.

Partnerships with Business and Industry

MCC works hard to establish training programs for business and industry. The ABLE Director talks with individuals involved in training programs regarding the provision of specialized training for students in ABLE. In 1998-1999, the director presented to the IAM Cares Business Advisory Council and the Lee's Summit Chamber Leadership Group+.

Follow-Up Procedures

The Office of Research and Assessment administers a graduate follow-up survey to all MCC graduates and program completers 180 days after degree/certificate completion. The survey process takes approximately six weeks from the first survey mailing until data entry is complete. After data entry is completed, a list of graduates/program completers who did not respond to the survey is forwarded to the employment resource advisors on each campus. The employment resource advisors contact faculty members to obtain information regarding those graduates/program completers. In most instances, the employment resource advisors conduct a telephone interview with graduates to determine graduates/program completer's current academic and/or employment status. After this process is completed, the data are returned to the Office of Research and Assessment and reported to the State of Missouri.

Staff Development

The Director has worked to maintain open communication with campus faculty and staff so that they feel free to consult regarding student issues. Shelves and files of resources are kept in the ABLE Office, and the staff are encouraged to browse through them, as well as take extra copies of instructional handouts. Professional journals and articles are forwarded to the Faculty Resource Center. The Director also conducts weekly staff meetings at which she shares information from recent literature on brain injuries and learning disabilities. Staff development efforts begin with a mandatory orientation for all new full- and part-time employees. This full-day training includes a one-hour session on diversity, disability awareness, and the referral process for providing accommodations for individuals with disabilities. New faculty receive training at the start of the fall semester, and all other employees are trained monthly, usually the first month after being hired. In 1996, 97 new employees received training, and in 1997, 53 had completed orientation. In 1996–1997, 17 new faculty were trained, and in 1997, 13 faculty participated in ADA training.

The Access professionals attempt to meet with faculty at division meetings on an annual basis. The meetings are an opportunity to discuss discipline-specific accommodation strategies and to strengthen the relationship between the Access Office and faculty. During the past five years, much of faculty training has focused on rights and responsibilities under the Americans with Disabilities Act. The ten-minute video *AA Partnership for Success* was developed with OSERS funds and is used along with a classroom accommodation guidebook to assist faculty to provide equal access for students with disabilities. During 1996–1997, faculty training has been focused on the use of assistive technology for students with disabilities. This area has grown significantly and has presented a number of training issues for faculty and staff. In 1996–1997, training was provided for deans and administrators to garner support to hire assistive technology specialists. Training was also provided for library and learning center staff to make electronic reference materials and tutoring resources accessible. In 1997–1998, technical training was scheduled to be provided to network and user services, lab managers, and tutors in the effective use of assistive technology. Training is also planned for the ABLE and developmental studies faculty on the use of assistive technology this year.

The counselors and staff in the Access Office are receiving training this year in the assessment and referral process for students who can benefit from the use of assistive technology. Many students with significant disabilities have multiple disabilities that can complicate the effective choice of assistive technology. MCC has a consultive agreement with the Center for Assistive Technology which is funded by Federal State Tech Act funds to provide training and technical assistance with our delivery of assistive technology. The Access Office participates in the regional and national Association of Higher Education and Disability (AHEAD) conferences as well as other training and conference opportunities throughout the year.

Over 60 participants attended the first session of the teleconference on legal issues for students with attention deficit disorder and learning disabilities offered by the University of Georgia. The teleconference was proceeded by a panel presentation from two local psychologists specializing in ADD and LD and a special education director from a local school district. The panel discussed documentation and transition issues for LD and ADD students attending college. The second session on accommodations for students with LD and ADD occurred in February 1998.

Disability issues are also addressed in the diversity training series, which is offered to all employees on a semester basis. This four-day training includes a student panel presentation, which includes a student with a disability. The students share personal experiences related to the impact of their disability on their education at MCC. Approximately 100 employees attend this training each year. To date, a total of 140 have completed the training since its inception in 1996.

An interactive video training module was developed in 1998 to improve training for part-time faculty. All part-time faculty will be required to complete the training module within the first two months of their employment. All of the written disability resource materials are being developed into an ACCESS office web site so that any employee may have access to disability resources when they need them. A list of assistive technology available and a brief description of the equipment will be included along with the employees who can provide training and technical assistance in the use of the equipment. One of the goals of Access Services at MCC is to provide accommodations in the most integrated setting possible. To accomplish this goal, flexible training resources must be available on an as-needed basis according to the enrollment of students with disabilities.

Program Development Sponsored by MCC

The reading faculty received an internal action plan grant from the Strategic Planning Committee in 1997 to develop course modifications and curriculum for students with disabilities that cannot access print for reading (see Exhibit J, Call for Action Plans). The faculty visited model programs and attended training on accommodations for students with visual impairments and students with learning disabilities in developmental reading classes. In addition a successful Action Plan application enabled ABLE program staff to establish a mentor component as part of its support service structure. The action Plan approach begins with allocation by the MCC Chancellor of approximately $500,000 annually to support competitive grants to faculty and staff within the MCC system. Faculty and staff respond to the *Call for Action Plans* (Exhibit J) by proposing new ideas (action plans) that, if funded, would be implemented for up to three years. District-wide projects are reviewed and funded first. If any funds remain, they are allocated to each campus. One year's Action Plan allocation will fund between 25 and 30 action plans.

Activities supported in these plans include release time, substitute teachers, consultants, or temporary help, but not permanent positions. The Action Plan approach boosted staff morale, generated ideas and energy, and provided a source of creative ideas that were periodically embodied in proposals to national funding sources such as the National Science Foundation

Evaluating the Performance of Students with Significant Disabilities

Performance Levels of Students with Significant Disabilities Enrolled During 1996–1997 and 1997–1998

	Type of Program	
	Associate Degree	Certificate
Number Who Completed Program During or at Close of 1996–1997 School Year	8	2
Average Number of Credits Taken	17	9
Grade Point Average	2.81	2.94
Number Who Continued Program in 1997–1998	40	2
Average Number of Credits Taken	13	10
Grade Point Average	2.08	3.25
Transferred to Different Program in 1997–1998	10	1
Dropped Out Before Completing Program	16	1

Program Evaluation

Data are collected in a number of ways. The Director collects student achievement data (GPA, success rate, persistence rate, transition, awards, records, administration and scoring of tests, and institutional reports. These types of data are used to report annually to the administration and advisory board members regarding program effectiveness.

Student evaluations, conducted by other faculty, are used by the Director for self-evaluation in terms of academic counseling and instructional skills. Surveys of former ABLE students are conducted by mail. Data received are compiled and shared with staff for feedback on the program's strengths and weaknesses. Also, surveys of former MCC students are conducted by mail. Data received are compiled and shared with staff for feedback on the program's long-term effects, strengths and weaknesses.

Plans for Improvement

The Director has consulted with colleagues on the provision of better alternative testing environments as well as diagnostic assessment services. More collaboration with both high schools and local businesses are being planned.

The ABLE Program's many success stories contribute to a feeling of satisfaction in terms of the effect ABLE has had on people with disabilities. Until 100 percent of our students succeed, however, we choose not to be completely satisfied. One component essential for the success of students with disabilities is the ability to generalize skills learned in the classroom to the workplace.

As of fall, 2000, an ABLE Program will be developed at the Penn Valley Campus, to begin classes in spring 2001. It is hoped that the sites will collaborate to develop a work component.

Additional Information

The program staff have encouraged students in the ABLE Program to avail themselves of the adaptive technology on campus. During orientation, ABLE students visit the Campus Learning Resource Center. Also, the ABLE staff are kept informed of adaptive equipment. Also, the Director is working with the MCC ADA Coordinator on setting up training sessions for the ABLE staff to learn more about adaptive equipment.

The curricula in the ABLE Program courses comprise college-level material that is taught multisensorially. Students are taught visually, aurally, and through discussion, group work, and role play. Manipulatives are used in a basic mathematics course. Students receive progress reports in the foundation courses, so that they begin to take responsibility for their achievement.

The first ABLE classes began in January 1991 with 12 students. Today the program serves up to 80 students per semester. Students have moved to Longview's service area from other states in order to participate in ABLE. Others have paid out-of-state tuition and commuted past neighborhood community colleges to attend this program.

ABLE is the only intensive support program in at least a three-state area that serves both students with learning disabilities and students with brain injuries. Also, whereas most college programs of this nature focus on academics and one-to-one tutoring, ABLE includes social aspects and collaborative learning sessions. Its holistic approach is empowering future productive community members.

Exhibit A
ABLE Program Fact Sheet

- ABLE (Academic Bridges to Learning Effectiveness) is an intensive support services program designed to empower individuals with learning disabilities or brain injuries through the teaching of skills needed to become independent learners. Only students with documented learning disabilities or brain injuries or admitted to the program.
- Students enrolled in at least one course through ABLE are required to attend one support group session per week.
- Study sessions are provided with basic skills and regular courses taken through ABLE.
- The class size of ABLE courses is limited to a maximum of twelve students.
- Students pay a $35 per credit hour lab fee in addition to regular tuition for courses taken through the ABLE Program.
- Support group meetings for parents and significant others are provided approximately once per month. Neuropsychologists, counselors, career guidance professionals, and other specialists are invited to facilitate these sessions.
- Because enrollment is limited, it is recommended that the application process begin in February for the summer and fall semesters and September for the spring semester.
- ABLE was recognized as Program of the Year by the Governor's Council on Disability and the Alliance for Inclusion in 1994.

FOR MORE INFORMATION ABOUT
THE ABLE PROGRAM, CONTACT
MARY ELLEN JENISON
(816) 672-2366

Member, Governor's Council on Disability
Member, Board of Directors – Co-President-Learning Disabilities Association of Missouri
Who's Who Among American Educators—1996
Teacher of the Year—Council for Learning Disabilities, 1993
Professional of the Year—LDA of Missouri, 1992

Core Curriculum

GUIDED STUDIES BLOCK (required the first semester in the program)

GUID 100 Personal Skills **2 credit hours**

Social skills, coping skills, sexuality, assertiveness, decision making, networking

GUID 113 Orientation **1 credit hour**

Adaptation to college, college resources, interest discovery, life roles, college opportunities

GUID 114 Educational Options **1 credit hour**

Learning styles, academic adjustments and auxiliary aids, negotiation, self-advocacy

STUDY SKILLS BLOCK (taken when appropriate for students)

GUID 108 Academic Success Skills **3 credit hours**

Exploration of various careers in terms of abilities and interests

Regular College Courses **3 credit hours**

Composition and Reading, American History, Intermediate Algebra, General Psychology, College Reading, Fundamentals of Speech, Logic, Sociology

CAREER PLANNING COMPONENT (taken when appropriate for students)

GUID 150 Human Values in Career Planning **3 credit hours**

Exploration of various careers in terms of abilities and interests

All of the above courses may be applied toward the Associate of Arts Degree.
ABLE students also take a keyboarding course, if needed, as well as basic skills courses appropriate for them.
A learning disabilities specialist works with each student to design an individualized program of study.

Longview Community College
500 SW Longview Road
Lee's Summit, MO 64081 - 2105
One of the Metropolitan Community Colleges
Where a smart future begins
An Equal Opportunity/Affirmative Action Employer

DATE SUBMITTED_____ CATALOG NO. **GUID 100**
DATE DICC ADOPTED_____ DATE LAST REVIEWED_____

COURSE INFORMATION FORM

DIVISION_____ DISCIPLINE **Guidance**
COURSE **Personal Skills**
CR. HR. **2** LECT. HR. **1** LAB. HR. **2** CLIN./INTERN HR. _____
OR CLOCK HR. **N/A**

CATALOG DESCRIPTION

Lifestyle awareness and planning, goal setting, and skills for self-development. Assessment of personal strengths and weaknesses.

PREREQUISITES

NONE

EXPECTED STUDENT OUTCOMES

1. **The student will be expected to identify personal strengths and weaknesses.**
2. **The student will be expected to describe personal strengths and weaknesses.**
3. **The student will be expected to apply coping skills, such as decision-making, assertiveness, goal setting, and interpersonal communication.**
4. **The student will be expected to analyze personal strengths and weaknesses.**
5. **The student will be expected to develop greater internal locus-of-control.**

ASSESSMENT MEASURES

Standardized assessments of attitudes, self esteem and locus of control
Writing assignments
Behavioral observations
Archival records, especially grade-point averages and retention rates

COURSE OUTLINE BY UNITS OF INSTRUCTION FOLLOWS

GUID 100
Personal Skills

Class Times

4:00 – 4:50 PM, Mondays and Wednesdays, CC249

Support Groups

Students with brain injuries:
2:00 – 2:50 PM *OR* 4:00 – 4:50 PM, Tuesdays;
OR 3:00 – 3:50 PM, Thursdays, CC255

Students with learning disabilities:
1:00 – 1:50 PM *OR* 3:00 – 3:50 PM *OR* 5:00 – 5:50 PM, Tuesdays;
OR 2:00 – 2:50 PM *OR* 5:00 – 5:50 PM, Thursdays, CC246

Course Objectives

Learn to identify, describe, and analyze personal strengths and weaknesses
Learn to apply coping skills, such as decision making, assertiveness, goal-setting, and interpersonal communication
Develop a greater internal locus-of-control.

Course Outline

Unit I.	Getting Acquainted
	Overview of Course
Unit II.	Defining Transitions
	Making Sense out of Change
Unit III.	Facing Transitions
	Dealing with Emotions
Unit IV.	Controlling the Emotional Choice
	Choices of Attitude and Action
Unit V.	Coping Styles
	The Right to Be Assertive
Unit VI.	Evaluating Coping Styles
	Setting Assertive Goals
Unit VII.	Components of Assertiveness
	Becoming Assertive

Unit VIII.	Taking a Stand
	Applying Assertiveness
Unit IX.	Living an Assertive Life
	Self Esteem and Self Perception
Unit X.	Taking Self-Control
	Interacting with Others
Unit XI.	Networking
	A New Sense of Direction
Unit XII.	Decision-Making
	Generating Alternatives
Unit XIII.	Evaluating Alternatives
	Choosing and Becoming Committed to a Decision
Unit XIV.	Overcoming Setbacks/Adhering to a Decision
	Consulting Experts, Group Decisions and Common Myths
Unit XV.	Time Management
	Self-Care
Unit XVI.	Preparing for the Next Transition

Final Evaluation/Posttest

Textbooks:	*Moving Through Life Transitions with Power and Purpose* by Cara DiMarco
	Your Perfect Right by Robert Alberti & Michael Emmons

Other Materials:	Packet to be purchased in Campus Bookstore
	Assignment calendar
	3-by-5-inch index cards
	3-ring notebook

Students earn college-level credit for this course. Support group attendance counts as one-fifth of the final grade; class attendance and participation, one-fifth; homework, one-fifth; quizzes, one-fifth; and final, one-fifth. Students can earn high grades in this course if they *choose* to attend, participate, and complete assignments.

Grades will be determined as follows:

90–100 = A; 80–89 = B; 70–79 = C; 60–69 = D; 0–59 = F.

Reading assignments are listed on the dates they are due. A short, multiple-choice quiz over each reading assignment will be given at the beginning of the class session. Quizzes will be read aloud to the class. Please see the instructor if reading assignments need to be provided on tape.

Some reading assignments and lecture material will pertain to the topic of sexuality. Please see instructor if you have concerns regarding this topic.

Each homework assignment to be turned in is listed on the date it is assigned, preceded by a packet page number and followed by a due date in parentheses. If an assignment is turned in late, one point will be deducted for each day that has transpired past the due date. Students have the option of correcting assignments and resubmitting them for a higher score.

Students earn points for attendance. If a student is late by fewer than 10 minutes, s/he will earn 80 percent for attendance on that day. Students arriving more than 10 minutes late or who leave before the session is over will receive credit according to the amount of time spent in class session.

District policy dictates that students be withdrawn from a course after two consecutive weeks of absences, or if one-third of all scheduled classes are missed.

In the case of inclement weather, cancellation of classes will be announced in major radio and television broadcasts.

DATE SUBMITTED
DATE DICC ADOPTED_____

CATALOG NO. GUID 108
DATE LAST REVIEWED_____

COURSE INFORMATION FORM

DIVISION_____ DISCIPLINE Guidance

COURSE Academic Success

CR. HR. 2 LECT. HR. 1 LAB. HR. 2 CLIN./INTERN HR. _____

OR CLOCK HR. N/A

CATALOG DESCRIPTION

Basic aids and skills needed for academic survival. Reading, test-taking, notetaking, and memory strategies as well as study and research techniques.

PREREQUISITES

NONE

EXPECTED STUDENT OUTCOMES

1. **The student will be expected to identify the components of the learning process model as related to personal resources and study management systems.**
2. **The student will be expected to describe personal resources to use in attitude and motivation management.**
3. **The student will be expected to employ specific study management systems and research techniques in class activities and assignments.**
4. **The student will be expected to distinguish and use appropriate strategies in preparation for taking tests, as applied in class activities and assignments.**
5. **The student will be expected to develop personal strategies to enhance academic success.**

ASSESSMENT MEASURES

Written assignments
Educational portfolio
Instructor-designed written achievement assessments
Performance appraisals

COURSE OUTLINE BY UNITS OF INSTRUCTION FOLLOWS

47

GUID 108—Academic Success
Course Outline

Unit I. **Introduction**

Unit II. **Management of Time and Materials**

Unit III. **Concentration**

Unit IV. **Personal Resources**

Unit V. **Campus and Class Resources**

Unit VI. **Goal Setting/Motivation**

Unit VII. **How Your Brain Functions**

Unit VIII. **Information Processing**

Unit IX. **Visual Study Tools**

Unit X. **Multi-sensory Study Tools**

Unit XI. **Mnemonics**

Unit XII. **Reading Study Systems**

Unit XIII. **Text Marking and Notetaking**

Unit XIV. **Lecture Notetaking**

Unit XV. **Customizing for Content**

Unit XVI. **Test Strategies**

DATE SUBMITTED_____ CATALOG NO. GUID 113

DATE DICC ADOPTED_____ DATE LAST REVIEWED_____

COURSE INFORMATION FORM

DIVISION_____ DISCIPLINE Guidance

COURSE Orientation

CR. HR. _____ LECT. HR. 1 LAB. HR. 1 CLIN./INTERN HR. _____

OR: CLOCK HR. N/A

CATALOG DESCRIPTION

A comprehensive orientation to college. Emphasis on understanding of self and the college environment.

PREREQUISITES

NONE

EXPECTED STUDENT OUTCOMES

1. **The student will be expected to identify campus resources such as Access Office, Financial Aid, Employment Assistance Center, and Career Resource Center.**
2. **The student will be expected to recognize areas of personal interest.**
3. **The student will be expected to differentiate between high school and college experiences.**
4. **The student will be expected to employ technology available to the academic computer lab and the learning resources center.**
5. **The student will be expected to distinguish the services available at the various campus facilities.**
6. **The student will be expected to research and analyze information relevant to college success.**
7. **The student will be expected to develop increased awareness of personal interests relevant to college course offerings.**

ASSESSMENT MEASURES

Instructor-designed written achievement assessments

Performance appraisals

Oral presentations

Behavioral observations

Written assignments

COURSE OUTLINE BY UNITS OF INSTRUCTION FOLLOWS

GUID 113—Orientation
Course Outline

Unit I. **Introduction**

Unit II. **Differences Between High School and College**

Unit III. **Learning Resources Center**

Unit IV. **Computer Lab**

Unit V. **Bookstore**

Unit VI. **Transitional Issues**

Unit VII. **Topical Interest Discovery**

Unit VIII. **Campus Services**

Unit IX. **Campus Buildings**

Unit X. **Personal Interest Discovery**

Unit XI. **College Catalog**

Unit XII. **College Courses**

Unit XIII. **Life Roles**

Unit XIV. **Effects of College on Life**

Unit XV. **Interview of College Graduates**

Unit XVI. **College Opportunities**

DATE SUBMITTED_____ CATALOG NO GUID 114

DATE DICC ADOPTED_____ DATE LAST REVIEWED_____

COURSE INFORMATION FORM

DIVISION_____ DISCIPLINE Guidance

COURSE Educational Options

CR. HR. _____ LECT. HR. 1 LAB. HR. 1 CLIN./INTERN HR. _____

OR: CLOCK HR. N/A

CATALOG DESCRIPTION

Identification of learning styles and compensatory mechanisms. Setting educational goals, implementing plans, including self-advocacy, and evaluation outcomes.

PREREQUISITES

NONE

EXPECTED STUDENT OUTCOMES

1. **The student will be expected to identify learning styles and compensatory mechanisms.**
2. **The student will be expected to recognize needs and rights.**
3. **The student will be expected to interpret rights in terms of personal situation.**
4. **The student will be expected to select behavior to achieve desired outcomes**
5. **The student will be expected to predict outcomes of selected action.**
6. **The student will be expected to evaluate effectiveness of process and outcome.**

ASSESSMENT MEASURES

Instructor-designed written achievement assessments

Role-play activities

Behavioral observations

Written assignments

COURSE OUTLINE BY UNITS OF INSTRUCTION FOLLOWS

GUID 114—Educational Options
Course Outline

Class Time: 4:00 – 4:50 PM, Wednesdays, CC247

Instructor: Barbara Schaefer, 816-437-3192

Materials: Packet to be purchased in the Campus Bookstore

Topics to be covered during the semester

1. **Overview; Learning Styles Inventory and Accommodations.**
2. **Self-Advocacy**
3. **Interests**
4. **Action Plans; Consequences; Negotiation Skills**
5. **Problem-Solving**
6. **Listening Skills/Negotiation**
7. **Rights/Responsibilities**

Spring Break

1. **Negotiation/Rights/Responsibilities**
2. **Discrimination/Negotiation**
3. **Legal Issues/Negotiation**
4. **Legal Rights, responsibilities**
5. **Section 504 and ADA**
6. **Course Review**

Final Exam: To Be Announced

Grades will be determined as follows:
Classwork/Participation—50%; Homework—25%; Quizzes/Final Exam—25%

DATE SUBMITTED_____ CATALOG NO. GUID 150

DATE DICC ADOPTED_____ DATE LAST REVIEWED_____

COURSE INFORMATION FORM

DIVISION_____ DISCIPLINE Guidance

COURSE Human Values in Career Planning

CR. HR. 3 LECT. HR. 3 LAB. HR. 2 CLIN./INTERN HR. _____

OR: CLOCK HR. N/A

CATALOG DESCRIPTION

Evaluation of personal experience, strengths, needs, and goals. Relation of personal information to major areas of study and career possibilities.

PREREQUISITES

NONE

EXPECTED STUDENT OUTCOMES

1. **The student will be expected to identify interests, values, aptitudes, needs, wants, and personality preferences.**
2. **The student will be expected to describe the academic and career developmental process.**
3. **The student will be expected to use computerized career technology (e.g., DISCOVER & MOVIEW).**
4. **The student will be expected to apply decision - making, goal setting, study skills, and coping skills.**
5. **The student will be expected to make conclusions regarding appropriate academic and career opportunities.**
6. **The student will be expected to produce a resume and cover letter and employ effective interviewing skills.**
7. **The student will be expected to plan an individualized program to work toward academic and career goals.**
8. **The student will be expected to evaluate individualized academic and career plans.**

ASSESSMENT MEASURES

Instructor-designed written achievement measures
Portfolio
Written assignments
Behavioral observations
Exit interview
Interest/personality inventories

COURSE OUTLINE BY UNITS OF INSTRUCTION FOLLOWS

GUID 150—Human Values in Career Planning Course Outline

Unit I.	Introduction to Career Process
Unit II.	Theories of Career Choice Identify Interests
Unit III.	Career Choice as a Developmental Process Transitions and Stress Identify Personality Factors Relevant to Career
Unit IV.	Interpretation of Interests and Personality Inventories
Unit V.	Review of World of Work Use Relevant Computer Systems
Unit VI.	Exploration of Work Experience and Values.
Unit VII.	Abilities Exploration and Integration with Other Aspects of Self (e.g., Interests, Values, Personality)
Unit VIII.	Continued Integration of Self with Various Career Options Examination of ADA Issues Relevant to Careers
Unit IX.	Occupational Trends Using Career Resource Materials
Unit X.	Using Career Resource Materials For Occupational Research Class Presentations
Unit XI.	Integration of Self with Occupations
Unit XII.	Using Computer Resources to Explore Careers and Colleges
Unit XIII.	Decision Making and Goal Setting Relevant to Career Choice
Unit XIV.	Job Acquisition Process (Resumes and Cover Letters)
Unit XV.	Job Acquisition Process (Job Search and Interviewing)
Unit XVI.	Job Keeping and Advancement Skills Summary of Evaluation

Exhibit B
Agreement Between the Metropolitan Community College District of Kansas City, Missouri, and the Johnson County Community College (Academic Bridges to Learning Effectiveness)

This contract is made and entered into for the academic year 1997-1998 by and between the Johnson County Community College, Overland Park, Kansas, hereinafter sometimes referred to as JCCC and the Junior College District of Metropolitan Kansas City, Missouri, hereinafter called MCC, on behalf of its Longview Community College, hereafter called LCC.

Whereas JCCC and MCC desire to implement for JCC students a cooperative program of Academic Bridges to Learning Effectiveness (ABLE).

Now, therefore, JCC and LCC agree as follows:

I. Administration: LCC Shall

A. Permit students from JCCC to enroll in LCC's Academic Bridges to Learning Effectiveness (ABLE) Program. During the term of this contract, MCC will determine, based upon availability of its staff and facilities, how many JCCC students may enroll in this program.

B. Supply to JCCC students so admitted professional support services designed to empower individuals with learning disabilities or brain injuries through the teaching of skills needed to become independent learners. Only students with documented learning disabilities or brain injuries are admitted to the program. Specific courses to be given at LCC to such JCCC students are those courses designated in the curriculum set forth in Section III below.

II. Administration: JCCC Shall

A. Pay to LCC, upon receipt of billing, tuition established by the MCC Board of Trustees for non-Missouri residents. Payment is restricted to those courses taught at LCC as listed in Section III below. Out-of-state tuition shall be paid by JCCC.

B. Cooperate in the recruitment and selection of applicants for the Academic Bridges to Learning Effectiveness (ABLE) Program.

III. Academic Bridges to Learning Effectiveness Curriculum

Specific information pertaining to course descriptions should be obtained from the current LCC catalog and brochures.

IV. Enrollment Procedures

The student must make application to and be accepted by both institutions. Final acceptance into the program will be determined on criteria established by the staff of the LCC ABLE Program. Applicants will receive written notification to verify their acceptance. Both parties to this contract agree to comply with the provisions of the Civil Rights Act of 1964.

V. Explanation

Parties to this contract are responsible for explaining the terms of the contract to members of the staff of their respective institutions and promoting a positive attitude on the part of all concerned in adhering to both the letter and the spirit of this contract.

VI. Reports, Inspections, Audits

Periodic and special reports of enrollment, staffing, and budgetary information will be made available to the Kansas State Board of Education as it may request. The Board and its agents may inspect and audit any of the financial records relevant to the program and may enter and inspect any physical facility related to any such contract whether in Kansas or Missouri.

VII. Termination of Agreement

Any provisions of the agreement to the contrary notwithstanding, this contract may be terminated by either party by giving written notification prior to May 1 of the year in which said contract is to be terminated; such notice of termination shall specify that said contract will be terminated on June 1 of that year. Students who are then currently enrolled in essential courses may complete the same and the terms of this contract shall be continued, insofar as such students are concerned until their normal graduating date. This contract is to be reviewed by the Vice Chancellor of Educational Services/Instructional Technology, and the Dean of Instruction, Johnson County Community College, at the end of the contract year for the purpose of making recommendations to the respective College Boards of Trustees for its continuation or termination. In the event it is determined that said agreement should remain in effect, it may be amended by the mutual agreement of the parties with the approval of the State Board of Education.

VIII. Change Limitation or Termination by Kansas Legislature

Contract is specifically subject to the provisions of K.S.A. 71-202, wherein provision is made that this contract is specifically subject to change, limitation, alteration, or termination by the Legislature of the State of Kansas at any time. In the event that this contract is changed, limited, altered, or terminated by the Kansas State Legislature without said change, limitation, alteration, or termination having received prior written approval from the Junior College District of Metropolitan Kansas City, Missouri, this contract shall be immediately terminated, and any obligations of the Junior College District of Metropolitan Kansas City, Missouri, to JCCC and JCCC students otherwise existing pursuant to the terms of this contract shall immediately cease.

In witness whereof, the parties hereto have caused this agreement to be executed as of the day and year first above written.

Attest:_____

The Junior College District of
Metropolitan Kansas City, Missouri

_____

President Date
Board of Trustees

Name:_____
(Printed)

_____

Chancellor Date

Name:_____
(Printed)

Attest:_____

The Johnson County Community College

_____

President Date
Johnson County Community College

Name:_____
(Printed)

Exhibit C
Initial Interview

Date:_____ Start Time:_____ End Time:_____

Name:_____SSN:_____

Address:_____ Phone: (day)_____

City & State:_____ (eve)_____

Parent or Significant other:_____

Who referred you to ABLE?_____

Reason for Referral:_____

Birthdate:___/___/___ Financial Aid: Yes____ No____ Applying____

Children?_____Veteran: Yes___ No___ Voc Rehab: Yes_____ No____

What do you hope to gain from participating in the ABLE Program?_____

Would you: give a ride?_____ share a ride? _____ need a ride?_____

Educational Background

High School

Year Graduated or Date of GED_____Highest Grade Completed_____

What subjects were most difficult for you in High School?_____

Were you in special classes?_____If so, what were they?_____

Strengths_____

Weaknesses_____

School Activities_____

High School vocational or college course preparation:_____

What kind of grades did you make in High School?_____

Postsecondary Education

Any vocational, college, or postsecondary training?_____

Year graduated_____or Semester hours completed_____

Educational/Vocational Plans

What college courses do you fear the most?_____

Do you have definite career plans? Yes____ No_____

If yes, what?_____

If yes, why do you want to pursue this career? _____

Who decided that you should attend college? _____

College major:_____

Family History

Describe your parents: (occupation, college, marital status)_____

Mother_____

Father_____

Brother(s)_____

Sister(s)_____

History of learning problems?_____

Medical History

Medications_____

Non-prescription drugs, alcohol, other_____

Left-handed or right-handed_____

Hearing/Vision problems? Yes_____ No_____Last time tested_____

Coordination—gross and fine:_____

Significant Illnesses (check all that apply: date. when applicable)

asthma	_____	rheumatic fever	_____
bronchitis	_____	scarlet fever	_____
chicken pox	_____	whooping cough	_____
diabetes	_____	sore throat	_____
mumps	_____	German measles	_____
pneumonia	_____	hay fever	_____

tuberculosis	_____	heart disease	_____
diphtheria	_____	serious injury	_____
ear conditions	_____	head injury	_____
epilepsy	_____	seizures	_____
frequent colds	_____	other	_____
			_____
			_____
			_____

Name:_____

Semester:_____

What I Need To Be Successful in Class:	**Why?**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Exhibit D
Reading and Study Skills Survey

1. Does your reading ability need improvement? Yes _____ No _____
   If yes, why do you think so?_____

   _____

2. Do you think your study skills need improvement? Yes _____ No _____
   If yes, why do you think so?_____

   _____

3. Have you made any effort to improve your reading and study habits? Yes _____ No _____
   Please describe what you have done and the results._____

   _____

4. Do you think you know why you have difficulty studying? Please indicate the reason or reasons:

   _____

5. Check those areas in which you think you need to improve:

   _____Reading Comprehension
   _____Critical Reading
   _____Reading Speed
   _____Summarizing
   _____Vocabulary
   _____Listening
   _____Library Usage (Reference Collection)
   _____Underlining Text in a Textbook
   _____Dictionary Usage
   _____Outlining
   _____Literary Analysis

6. Can you complete tests in the allotted time period? Yes _____ No _____ Sometimes _____

   If no or sometimes, tell why you need extra time._____

   _____

7. Can you concentrate on written materials? Yes _____ No _____ Sometimes ____

   If sometimes, when can you concentrate?_____

If sometimes, when can't you concentrate?_____

_____

8. Can you concentrate in lecture class? Yes_____ No_____ Sometimes _____

   If sometimes, when can you concentrate?_____

   _____

   If sometimes, when can't you concentrate?_____

9. Which of these activities would you prefer to do:
   Reading for pleasure—books, magazines, etc.
   Reasoning activities—puzzles, building things, playing games

10. Your first step on the road to reading improvement is a mature recognition of your strengths and weaknesses. The following list may help you identify some of yours. This list includes many common faults and complaints of readers. Check the appropriate column.
    (Y = Yes; S = Sometimes; N = No)

	Y	S	N
Do you have to reread material several times before you understand it?	____	____	____
Do you have trouble picking out the important idea?	____	____	____
Do you have trouble remembering what you read?	____	____	____
Do you move your lips when your read?	____	____	____
Do you say the words to yourself when you read?	____	____	____
Are you easily interrupted by noises?	____	____	____
Are you easily distracted if someone walks by you when you are taking a test?	____	____	____
Do you read too slowly?	____	____	____
Do your read all materials at the same speed?	____	____	____
Do you read word-by-word?	____	____	____
Do you have difficulty understanding many words?	____	____	____
Do you lose your place going on to the next line?	____	____	____
Do you have difficulty sounding out familiar words?	____	____	____
Do you have difficulty using the surrounding words to help you learn the meaning of new words?	____	____	____
Do you have difficulty outlining chapters or articles of special importance?	____	____	____
Are you unable to use root words to help you understand new words?	____	____	____
Are you unable to use suffixes to help you understand new words?	____	____	____
Are you unable to use prefixes to help you understand new words?	____	____	____
Do you have a tendency to do your assignments at the last minute?	____	____	____

Exhibit E
Student Data Form

Semester_____Degree Code___

Name:_____ SSN:_____

Address:_____ Phone (Day):_____

City, State, Zip: _____ (Eve):_____

Parent/Significant Other:_____

LD_____ BI_____ VR_____ Pell_____

Doc Req'd:_____ Doc Rec'd:_____ Institution:_____ Date of Doc:_____

Strengths:_____Weaknesses:_____

Placement Test Scores: WS____( ) RS____( ) NS____( ) AM____( )

Adjustments/Aids (Check all that apply):

Testing Adjustments:

Notetaker	Tape recorder	_____Ext time DBL 1 ½	_____Auditory tests
Homework on WP	Other	_____Distraction free	_____Scribe
Spell checker	Test in quiet room		
RFB	Test alone	Card under line of print	
Calculator			

Sem:_____F _____SP _____Su 19_____ Sem: _____F _____SP _____Su 19_____

Sem GPA: _____Cum GPA: _____ Sem GPA: _____Cum GPA: _____

Sem:_____F _____SP _____Su 19_____ Sem: _____F _____SP _____Su 19_____

Sem GPA: _____Cum GPA: _____ Sem GPA: _____Cum GPA: _____

Sem:_____F _____SP _____Su 19_____ Sem: _____F _____SP _____Su 19_____

Sem GPA: _____Cum GPA: _____ Sem GPA: _____Cum GPA: _____

Sem:_____F _____SP _____Su 19_____ Sem: _____F _____SP _____Su 19_____

Sem GPA: _____Cum GPA: _____ Sem GPA: _____Cum GPA: _____

Exhibit F
Notetaker Request Guidelines

I the undersigned have requested Notetaking Services for class(es) in which I am enrolled. I understand that receipt of these services will depend upon my compliance with the following regulations:

1. I am responsible for telling the Access Office immediately if I drop or add any classes or if a class is canceled.
2. I **must** attend class(es) regularly and will pick up notes at the end of each class period from the instructor's desk (unless other arrangements are made with the Access Office). In the event that it becomes necessary to miss for any extended length of time, I must contact the Access Office. I **will not** be entitled to notes taken for me in class(es) from which I am **unjustifiably** absent. The Access Office reserves the right to make the final decision on all reported absences.
3. I am responsible for determining that notes taken for me are clear and appropriate to course instruction. If I determine that notes are not effective, I must contact the Access Office within the first **three (3) weeks** or it will be assumed by the Access Office that the notes are sufficient for my needs.
4. At any point during the semester, if my notetaker drops or for any other reason discontinues taking notes, I must notify the Access Office immediately to ensure the least interruption possible.
5. I understand that all questions and concerns about notetakers should be addressed to the Access Office. Attendance and other course requirements issues will remain between myself and my instructor(s).
6. I understand that failure to comply with the above requirements may interrupt notetaking services.

I have read the policies and procedures for requesting Notetaker Services from the Access Office. I understand and agree to follow these procedures. If I have any questions regarding any of the above, I can contact the Access Office for clarification or adaptation of the policies or procedures. (Campus Center 209, 672-2254)

Student's Signature_____Date_____

Social Security #_____

Access Officer Signature_____Date_____

Exhibit G
Academic Adjustment/Auxiliary Aids

The Access Office has documented that this student needs the following checked academic adjustments. These services must be provided by law and may require further action by the instructor. Any request by the student for services beyond those listed should be processed through consultation with the Access Office (672-2254).

Name _____ SS#_____

Course_____#20-_____Instructor:_____

Bldg/Room_____Day/Time_____Semester: Spring _____Summer _____Fall _____
(yr) (yr) (yr)

_____Volunteer notetaker (Please read the notetaker request to the class.)

_____Uses card under print

_____Homework on word processor

_____Spell checker

_____Extended time on in-class assignments

_____Tape records lecture/class

_____Calculator

_____Other

Exhibit H
Testing Accommodations

Testing accommodations must all be in place or student has right to refuse to take test until all accommodations are provided.

Extended time on tests and quizzes*
1½ times or double time.

_____ Test alone* _____Test in quiet, separate room* _____No visual/auditory distractions*

_____ Test and quiz material must be presented auditorily by:
1. taping the exam or quiz, or
2. giving the student the exam or quiz orally, or
3. using a reader to give the exam or quiz orally in the Alternate Testing Center.*

_____ Test and quiz answers must be given orally by the student by:
1. dictating their responses into a tape recorder, or
2. the student may present responses orally to the instructor, or
3. using a writer to record the responses in the Alternate Testing Center.*

*For assistance in providing these services, contact the Alternate Testing Center at Ext. 2481, Room 102, CC Building. Three days' advance notice will be required.

Instructor:
Your signature indicates your acknowledgment of the academic adjustments indicated above. If you wish to modify or have any disagreement about any of the academic adjustments call the Access Office immediately (672-2254). You must provide the above indicated academic adjustments in the interim.

Student's Signature _____Date_____

Instructor's Signature _____Date_____

White-Instructor returns to Access Officer; Yellow-Student's Copy; Pink-Instructor's Copy; Goldenrod-Access Office Copy

Name:_____

Date:_____Start Time:_____End Time:_____

Exhibit I
Access Office Handbook

Access Office Philosophy Statement

The mission of the Metropolitan Community Colleges is to ensure that all individuals have opportunity to successfully pursue lifelong educational and career goals. The Longview Access Office as part of the Metropolitan Community Colleges shares this mission.

It is our philosophy that persons with disabilities will have equal opportunity to be successful when three conditions are present: (1) individual students are empowered to assume responsibility for their own actions; (2) the institution is accessible physically and programmatically; and (3) faculty are informed and empowered to effectively facilitate learning for students with disabilities.

Procedures for Access Office Students

Students with disabilities will maximize opportunities to be successful if they are able to understand their disability, are aware of needs for their academic adjustment/auxiliary aids, and are effective self-advocates. Students should make initial contact with the Access Office to acquire assistance with developing their abilities to explain, document, and learn to negotiate for academic adjustments/auxiliary aids if necessary. If they learn to do this on campus they will leave with an important life skill.

Students will be active participants in, rather than passive recipients of, Access Office services. Students are responsible for (1) initiating services; (2) following through; (3) using services appropriately; and (4) monitoring the effectiveness of any accommodations/aids they receive and reporting any problems immediately.

I. Self-Identify

A. Contact the Access Office as far in advance as possible. Otherwise, delays in service provisions will be unavoidable.

B. The student must provide current documentation of disability (generally three to five years old or less, from a qualified professional). Documentation must clearly support need for any requested accommodations/aids.

II. Participate in Arranging Academic Adjustments for Each Semester

A. The student will discuss accommodation needs with Access Office personnel and sign appropriate paperwork.

B. The student makes arrangements to take the academic adjustment and any related forms to the instructor(s) to discuss classroom implementation. The student will:

1. Pick up academic adjustment forms packet in the Access Office at least one week prior to or during the first week of the semester.
2. Schedule an appointment with the Access Office immediately to complete new academic adjustment forms if class schedule changes for any reason.
3. If a notetaker is needed, give instructor(s) the notetaker request form(s) before each class meets the first time.
4. Schedule an appointment with each instructor to discuss accommodation needs in a confidential setting. Student may either:

   - Phone or stop by instructor's office to make an appointment

     or

   - Ask the instructor before or after the first class what would be a convenient time to meet

5. Meet with the instructor, present the academic adjustment form, and explain accommodation needs clearly. Ask the instructor to sign the form. The instructor keeps a copy, the student keeps a copy, and a copy should be returned to the Access Office by the instructor.
6. Give the instructor the Alternate Testing Center information sheet, if testing accommodations are needed, and determine where testing will take place. Discuss how specific procedures will be handled. If the instructor chooses to provide the testing accommodations rather than using the Alternate Testing Center the student should explain what accommodations he or she will need and ask the instructor how he or she will ensure that the accommodations will be handled appropriately—where, when, with what controls for privacy, confidentiality, and so on.

   The student has a right to testing accommodations. When the student goes to the designated place for the test administration (either the Alternate Testing Center or to the instructor), if the appropriate accommodations are not in place, the student should explain to the person administering the test once again what is necessary. If their accommodation needs are still not being met, then they must refuse to take the exam under those circumstances. If this happens, the student should report the incident immediately to the Access Office. If the student agrees to take the test with less than full accommodations in place they have waived their right to the missing accommodation.
7. Explain the role of support persons to the instructor, if support persons such as an attendant or interpreter will be used.

C. All academic adjustments must be provided as specified on the academic adjustment form. If the student or the instructor has any concerns regarding the academic adjustments, which are to be provided, it is the responsibility of the person who has the concern to contact the Access Office immediately. If the instructor is not providing the academic adjustments as specified, the student must contact the Access Office immediately.

III. If Issues Cannot Be Resolved at the Access Office Level

A. If the issue is instructional, contact the Dean of Instruction.

B. If the issue is accommodations (Access Office), contact the Dean of Student Services.

IV. If the Student Needs a Notetaker

A. The student signs the notetaker request contract, which specifically outlines student responsibilities in the use of a notetaker.

B. The student takes the notetaker request form to the instructor to read to the class the first day.

C. The student or instructor may identify a classmate to take notes.

D. Students' personal care attendants will not be eligible to be paid notetakers.

E. The Access Office will keep a logbook of all students needing notetakers and will log in notetakers as they sign up.

F. When the notetaker is identified from the class:

1. The notetaker will be sent to the Access Office to complete the notetaker application and notetaker contract. The notetaker will be given a notetaker exit form and NCR paper.
2. The notetaker will be referred to notetaking training.
3. The student receiving notes will be responsible for determining adequacy of notes. The student will be encouraged to seek instructor input on the quality of notes and is responsible for notifying the Access Office, as soon as possible, if the notes are inadequate, so the notetaker position can be reassigned.
4. In order for the Access Office to generate a stipend check for a notetaker, the notetaker exit form must be completed and submitted by the notetaker.

V. To Use the Alternate Testing Center

A. The instructor or the student needs to contact the testing center to schedule the test/quiz time. Three days advance notice is required. The test/quiz should be scheduled to ensure the student will not miss any lecture or discussion time.

B. The instructor will receive a *Directions For Test Administration* Form to complete and return to the testing center. Alternate Testing Center personnel cannot administer tests without the information provided on the *Directions For Test Administration* Form.

C. The test should be delivered to the testing center prior to test time by one of the following options:

1. Instructor delivers test to the Alternate Testing Center.
2. Student delivers test to the Alternate Testing Center.
3. Alternate Testing Center personnel will pick up test from instructor with one day advance notice.

D. Sign the Alternate Testing Center Procedures form.

E. Alternate Testing Center personnel will:

1. Provide extended time for tests (one and a half time or double time);*
2. Proctor tests, read and/or tape record tests for students and scribe tests for students;*
3. Maintain security of tests.

* As indicated by documentation.

F. Alternate Testing Center personnel will not:

1. Clarify test/quiz items;
2. Define terms;
3. Answer subject-related questions;
4. Spell words for students;
5. Write anything on tests that the student has not dictated; or
6. Allow calculators, dictionaries, notes, scrap paper, or spell checkers without prior permission from the instructor.

G. Alternate Testing Center personnel will return the test to the instructor's mailbox.

VI. Use Access Services Appropriately

A. The student is expected to attend each class section.

B. The student should keep up with assignments.

C. The student will abide by the Student Code of Conduct.

D. The student is responsible for acquiring course information. Accommodations are merely a means toward this end.

E. The student is responsible for notifying the Access Office about any difficulties with receiving the academic adjustments immediately.

F. The student must inform the Access Office immediately of any changes in their class schedule.

G. The student must come to the Access Office each semester to complete academic adjustment forms.

H. The student must comply with regulations pertaining to use of Access Office services and any supplemental agencies or departments that assist in providing those services (e.g., RFB&D, Alternate Testing Center).

Note: Longview Community College offers ABLE (Academic Bridges to Learning Effectiveness) for persons with learning disabilities and/or head injury who prefer intensive services such as support groups, workshops, facilitated study sessions, smaller classes, etc. The Longview Access Office, as the institution's designated agent for compliance with disability regulations, works with the ABLE Office toward provision of accommodations and management of general disability issues.

Procedures for Faculty

In an open door institution it is the responsibility of faculty to determine whether or not students meet academic, performance, technical, or behavioral standards, with or without appropriate accommodations, and are therefore otherwise qualified for that course. It is the faculty member's role to ensure that the proposed academic adjustments/auxiliary aids do not have the effect of "watering down" the curriculum or substantially altering standards. The best approach is to define essential requirements before attempting to determine if requested academic adjustments are appropriate or not. If the essential requirements of academic programs and specific courses are to be determined, then the teaching faculty, who have the content area expertise, must be involved. The Access Office personnel may serve as a resource, especially on the legal implications.

Academic adjustments/auxiliary aids will vary from class to class for the same student. In order to determine what is appropriate for a particular course for a specific student, faculty must be involved to provide input to the student about how the information is presented, their testing style(s), and the course goals and objectives. While faculty are responsible for providing academic adjustments/auxiliary aids that the Access Office has determined to be appropriate, how this accommodation is implemented in the context of their course is open to discussion.

I. Announcement

To assure that students are aware that they must request services before the college is legally obligated to provide them, faculty should read this statement at the first class meeting and/or put the statement on course syllabi. "The Metropolitan Community Colleges complies with the Americans with Disabilities Act. If you need any accommodations due to a documented disability, please contact Mary Sturdivant, Campus Center Building, Room 209. All information is strictly confidential and released only upon your permission."

II. Students Are Directed To Present Faculty with Academic Adjustment Forms and Arrange a Confidential Meeting

III. If a Notetaker is Requested, The Instructor Will:

A. Read the blue notetaker form to the class, or

B. Provide the student a copy of lecture notes, or

C. Ask someone from the Access Office (ext. 2254) to read the request to the class, or

D. Privately ask a student who takes good notes.

IV. During the Meeting with the Student

A. Discuss how the accommodation(s) can best be provided in the context of the course.

B. Discuss how and where testing accommodations will be handled, if needed.

1. During the discussion with the student about how to provide for testing accommodations, if any are needed, the instructor will need to decide whether to

provide the accommodations or use the Alternate Testing Center. If the instructor chooses not to use the Alternate Testing Center, he or she will need to ensure that all the testing accommodations will be handled appropriately—where, when, with what controls for privacy, confidentiality, and so on. If a student arrives for a test under the instructor's supervision and the accommodations are not in place the student is instructed to explain again what is necessary. If the appropriate accommodations are still not provided, the student has been told to refuse to take the test and to report immediately back to the Access Office for assistance in setting up the test administration with their full accommodations.

2. To use the Alternate Testing Center, the instructor or the student needs to contact the testing center to schedule the test/quiz time. Three days advance notice is required. The test/quiz should be scheduled to ensure the student will not miss any lecture or discussion time.
3. The instructor will receive a *Directions For Test Administration* Form to complete and return to the Alternate Testing Center. The instructor may complete one form per student per semester if testing instructions will be consistent. If not, a form should be filled out for each student for each test session. Without the information provided on the directions for test administration form, tests may not be administered in accordance with the intent of the instructor.
4. The test should be delivered to the testing center prior to test time by one of the following options:
   - Instructor delivers test to the Alternate Testing Center.
   - Student delivers test to the Alternate Testing Center.
   - Alternate Testing Center personnel will pick up test from instructor with one day advance notice.

C. After the instructor and the student have signed the academic adjustment form, the instructor should keep a copy and return a copy to the Access Office.

V. It Is the Instructor's Responsibility To Ensure That The Requested Accommodation(s) Are Provided

VI. If There Is Any Concern After Meeting with the Student About the Need for or the Method of Accommodation(s) Provision, The Instructor Will

A. Initiate a meeting with the student and the Access Office by calling ext. 2254. A meeting with Access Office personnel will be set up (Director of ABLE will also be included if an ABLE student is involved). The faculty person is free to bring any person(s) they choose to this meeting.

B. The requested academic adjustments must be provided until any concerns are resolved.

C. If the issue(s) cannot be resolved, the student and/or the faculty member may choose to initiate the formal grievance procedure.

VII. Other Than the Aforementioned Responsibilities, Instructors Are Not Required To Provide Students with Disabilities Any Services Over and Above What Would Be Provided for Their Other Students

Note: Longview Community College offers Project ABLE (Academic Bridges to Learning Effectiveness) for persons with learning disabilities and/or head injury who prefer intensive services such as support groups, facilitated study sessions, smaller classes, etc. The Longview Access Office, as the institution's designated agent for compliance with disability regulations, works with the ABLE Office toward provision of accommodations and management of general disability issues.

Procedures for the Access Office

The Access Office's role is to empower students. The goal is always to help students be independent and take control of their own lives. While we believe that it is the student's right and responsibility to work with faculty to set up his or her academic adjustments/auxiliary aids, we realize it is the institution's responsibility to the student to assure that the appropriate academic adjustments/auxiliary aids are provided.

I. The Access Office Will Keep Abreast of Policies, Laws, and Issues Concerning Provision of Services to Students with Disabilities

II. Once the Student Self-Identifies

A. Access Office personnel will request current documentation of disability, generally three to five years old or less, from a qualified professional.

1. If documentation is not available or not adequate, the student will be referred to an appropriate source to obtain documentation (at the student's expense).
2. If no accommodations for the current semester are needed, the student will receive other services (career support, advising support, enrollment, etc.) as needed.

B. Upon receipt of documentation, the student is notified and an appointment is scheduled.

C. During the appointment, the Access Office professional will discuss accommodation needs with the student for each class and appropriate paperwork will be signed.

D. The Access Office professional will explain and provide written instructions as to how to make arrangements to take academic adjustment and any related forms to the instructor(s) to discuss classroom implementation.

E. The Access Office is available to students and faculty for support, clarification, and/or general consultation.

1. If there is any concern after the student meets with the instructor about the need for or the method of accommodations, the Access Office will initiate a meeting with all concerned individuals.
2. If the issue(s) cannot be resolved, the student and/or the faculty member may choose to initiate the formal grievance procedure.

III. Coordinate Services for Students with Disabilities

A. If the student needs a notetaker:

1. The student signs the notetaker request contract, which specifically outlines student responsibilities in the use of a notetaker.
2. The student takes the notetaker request form to the instructor to read to the class the first day.
3. The student or instructor may identify a classmate to take notes.
4. Students' personal care attendants will not be eligible to be paid notetakers.
5. The Access Office will keep a logbook of all students needing notetakers and will log in notetakers as they sign up.
6. When the notetaker is identified from the class:
   - The notetaker will be sent to the Access Office to complete the notetaker application and notetaker contract. The notetaker will be given a notetaker exit form and NCR paper.
   - The notetaker will be referred to notetaker training.
   - The student receiving notes will be responsible for determining adequacy of notes. The student will be encouraged to seek instructor input on the quality of notes. If after the signing of the contract the notes are deemed inadequate, the notetaker position will be reassigned.
   - In order for the Access Office to generate a stipend check for a notetaker, the notetaker exit form must be completed and submitted by the notetaker.

B. To use the Alternate Testing Center:

1. The instructor or the student needs to contact the testing center to schedule the test/quiz time. Three days advance notice is required. The test/quiz should be scheduled to ensure the student will not miss any lecture or discussion time.
2. The instructor will receive a *Directions For Test Administration* Form to complete and return to the Alternate Testing Center. The instructor may complete one form per student per semester if testing instructions will be consistent. If not, a form should be filled out for each student for each test session. Without the information provided on the directions for test administration form, tests may not be administered in accordance with the intent of the instructor.
3. The test should be delivered to the testing center prior to test time by one of the following options:

- Instructor delivers test to the Alternate Testing Center.
- Student delivers test to the Alternate Testing Center.
- Alternate Testing Center personnel will pick up test from instructor with one day advance notice.

4. Alternate Testing Center personnel will:
   - Provide extended time for tests (one and a half time or double time);
   - Proctor tests, read and/or tape record tests for students and scribe tests for students;* and
   - Maintain security of tests.

   *as indicated by documentation.
5. Alternate Testing Center personnel will not:
   - Clarify test/quiz items;
   - Define terms;
   - Answer subject-related questions;
   - Spell words for students;
   - Write anything on tests that the student has not dictated; or
   - Allow calculators, dictionaries, notes, scrap paper, or spell checkers without prior permission from the instructor.
6. Alternate Testing Center personnel will return the test to the instructor's mailbox.

C. Assistive Technology Services
1. The Access Office is responsible for research into and acquisition of state-of-the-art assistive technology.
2. The Access Office provides training when needed for on-campus assistive technology equipment. Arrangements for training are made through the Access Office.

D. Other Access Office services include
- Hiring and training classroom scribes
- Providing mobility orientation to campus
- Acquisition and check out of tape recorders and calculators for use in class
- Coordination of Reading for the Blind and Dyslexic applications and fee payment
- Acquisition and coordination of adaptive furniture
- Coordination of state Reader's Services for the Blind funds

- Referrals to on- and off-campus resources
- Coordination with outside agencies such as Vocational Rehabilitation, Rehabilitation Services for the Blind, high schools, Center for Low Vision, etc.

IV. Services to Faculty, Staff, and Administration

A. Address physical accessibility issues and standards.

B. Address program accessibility issues by ensuring that faculty, staff, and administrators are informed about and empowered to effectively facilitate the learning experience for students with disabilities.

Note: Longview Community College offers ABLE (Academic Bridges to Learning Effectiveness) for persons with learning disabilities and/or head injury who prefer intensive services such as support groups, workshops, facilitated study sessions, smaller classes, etc. The Longview Access Office, as the institution's designated agent for compliance with disability regulations, works with the ABLE Office toward provision of accommodations and management of general disability issues.

Exhibit J
Call for Action Plans

Introduction

The Strategic Planning Committee (SPC) is calling for action plans to be implemented in FY 1998–99. This guide sheet outlines action plan development, action plan components, writing tips, the deadline for submission, and how plans will be considered for implementation.

This year, action plans should address the following Strategic Priorities:

Strategic Priority # 1
Community of Active Learners

Strategic Priority # 2
Diversity

Strategic Priority # 3
Culture of Excellence

This fiscal year, action plans will not be accepted for Strategic Priority #4: Integration of technology. MCC plans to address this priority through an alternate process in the coming fiscal year.

Development of Action Plans

- Campus action plans will be developed through a process established by college planning committees. Those wishing to submit plans for their campus should contact the planning coordinator at their location.
- District-wide action plans may be developed by district-wide committees or associations. The District-wide Action Plan Review Committee will conduct a preliminary review of district-wide proposals. If you are preparing a district-wide action plan, call 759-1070 to schedule your review. District-wide plans should be submitted to campus planning committees for their endorsement as well. Contact any planning coordinator listed below for further information.

- The College planning committees and the district-wide subcommittee will advise initiators as they develop action plan proposals. The subcommittee will recommend to the SOPC which district-wide proposals should receive funding support.

Components of Action Plans

Action Plan Title

Identifies action plan.

Related Strategic Priority/Goal

Gives strategic priorities and goals that relate to action plan. (See following list of Strategic Priorities and Goals.)

Initiators

Names contact person.

Project Manager

Names person who will manage action plan.

Objective

States particular accomplishment to be achieved within a given time frame; particular conditions or standards may be specified.

Information

Describes the program, service, situation, or function to be addressed; includes pertinent statistics (i.e., enrollment, staffing rations); cites committee findings or external reports.

Concerns

Lists issues that create demand for action. They may be problems, opportunities, students or employee needs.

Recommended Solutions

Proposes solutions or approaches or remedy a problem, or ways to take advantage of opportunity.

Outcomes, Action Steps and Timeline

Expected outcomes

Focuses on the specific, measurable outcomes to be achieved by the action plan. Who will benefit, how many will participate, what level of change is expected?

Action steps to accomplish outcomes

Lists steps necessary to achieve each outcome.

Method of evaluation outcomes

States how outcomes will be measured.

Time line

States when the outcome will be accomplished

Institutional Impacts

Describes how MCC will benefit from your action plan.

Developed/Supported By

Names individuals/groups who developed action plan and groups that support the plan.

Resources Required

Includes budgetary requests as needed: personnel support, supplies, travel and conventions, local mileage, equipment, contractual services, and/or other. Check with physical plant regarding any furnishings, cabling, and/or equipment installation proposed. Contact network and user services regarding computer needs. Indicate funds from other sources that will be used to implement the plan.

Consideration of Action Plans

Review and recommendation of action plans for implementation and budgetary support will follow a process developed by a subcommittee of the SPC. Funding for recommended action plans will be included in the proposed FY 1998–1999 budget requests taken to the Board of Trustees in June.

Action Plan Criteria

- Directly serves one or more strategic priorities and the related goals.
- Addresses a need or opportunity at the division, department, unit, or district level.
- Has support from a committee, unit, or organizational group.
- Is limited to two pages of narrative and a one-page budget.
- Initiates action during FY 1998–1999; may or may not continue under a one- to three-year plan.
- Initiates a project (does not supplant existing commitment).

Strategic Priorities and Goals

These strategic priorities and goals were developed during the summer and fall of 1994 through a consensus process involving more than 100 participants from throughout the MCC district. The recommended action steps following certain goals come from this process and are designed to clarify the goals, not limit their scope.

Strategic Priority #1

MCC will focus on becoming a community of active learners.

Goals

1. Support and reward initiatives that improve learning.

   Recommended action steps:

   a. Develop mechanisms to share resources and information about learning.

   b. Provide resources to support learning about learning.
2. Make assessment of student learning a focus and concern of a shared academic agenda for MCC.
3. Address student retention issues.

Recommended action step:

a. Develop a mentoring program for students.

4. Develop instructional programs and support services that focus on the needs of students and the community.

Recommended action steps:

a. Conduct systematic and ongoing assessment of the outcomes required by employers, transfer institutions and compliance agencies as a basis for the curriculum.

b. Implement student-centered delivery of curriculum and services.

c. Conduct student needs/wants assessments.

d. Enlarge connections with neighborhoods.

e. Implement a "total student" developmental concept to increase attainment of individual goals.

f. Promote lifelong learning.

Strategic Priority # 2

MCC affirms the value of diversity in faculty, staff, and student body and will actively promote diversity in hiring, curriculum, and ongoing operations (current environment).

Goals

1. Frame and infuse diversity into a broader context to include not only those areas required and protected by law but also respect for choices in living , learning, teaching, and working.

Recommended action steps:

a. Develop agreement on diversity as a necessary component of a sound academic philosophy.

b. Continue assessment of needs and prepare presentations and organized forums to present information about and discuss diversity issues.

c. Identify people who are interested in revision and development of curriculum and student services and support them with the necessary resources to meet the needs of a diverse student body.

d. Develop incentives and recognition of performance that values diversity.

2. Review and establish policies, regulations, and procedures (PRP's) to ensure non-discrimination and respect for all aspects of diversity.

3. Develop outreach, recruitment, and retention practices that support diversity in our student body and workforce.

4. Develop a method to review and infuse diversity into 20 percent of courses in the general education core curriculum and support with necessary resources.

Strategic Priority #3

MCC will develop a culture of excellence.

Goals

1. MCC will develop, encourage and reward employees' achievement of standards of excellence.

   Recommended action steps:

   a. Assess current organizational climate.
   b. Identify institutional values and beliefs.
   c. Define standards of excellence.
   d. Integrate value system into institutional operational plans, i.e., resource allocation, hiring, program development, etc.
   e. Continuously reassess organizational climate.
   f. Promote supervisory commitment and modeling of excellence.
2. Implement the CQI model throughout the district in all processes and systems.
3. Develop and implement a comprehensive professional development plan including CQI, diversity in the workplace, and technology upgrades with the district-wide commitment of designated resources.

Mission

"The Metropolitan Community Colleges, as comprehensive postsecondary institutions, provide access to affordable, responsive, quality education and training opportunities in a supportive and caring environment that values diverse constituencies and enables individuals to successfully pursue lifelong educational and career goals."

Action Plan Worksheet

Date_____

1. Action Plan Title:
2. Related Strategy/Goal:
3. Initiator:
4. Project Manager:
5. Objective:
6. Information:
7. Concerns:
   - A.
   - B.
   - C.
   - D.
8. Recommended Solutions:
   - A.
   - B.
   - C.
   - D.
9. Outcomes:

Expected Outcomes	Action Steps to Accomplish Outcomes	Method of Evaluation	Timeline
1.	1a. 1b. 1c.	1.	
2.	2a. 2b. 2c. 2d.	2.	
3.	3a. 3b. 3c.	3.	

10. Institutional Impacts:
11. Developed/Supported by:

(Limit Numbers 1 through 11 to two pages.)

Action Plan:_____ Date:_____

12. Resources Required, FY_____

	Amount Requested from Strategic Planning Initiative Funds	Amount Proposed from Other Funds	Total
Personnel Support			
Contractual Services			
Equipment (Specify)			
Travel and Conferences			
Mileage/Local			
Supplies			
Other			
Total			

Note: For additional years, copy form and attach, noting fiscal year resources requested.

Be sure to coordinate your computer needs through network and user services.

If your project involves renovations or remodeling of facilities, contact the physical facilities superintendent or the director of physical facilities for information on cost and feasibility.

ABLE Program Update
1998–1999 Academic Year

Enrollment

There were a total of 158 enrollments of students in the ABLE Program in the summer, fall, and spring semesters. An additional 76 Metropolitan Community College (MCC) enrollments in the regular program were those of students formerly enrolled in the ABLE Program. Overall, enrollments of students currently and formerly in ABLE were slightly higher than in the previous academic year.

During 1998–1999, a total of 89 students enrolled in ABLE only or a combination of ABLE and regular classes, a six percent increase over the previous year. In fact, all the guided studies classes for first-semester students were filled in the fall, and a waiting list was established. On the other hand, an unusually few students enrolled for their first semester in the ABLE Program during the spring semester.

Eighteen students made the transition from the ABLE Program to regular MCC curricula this academic year. In addition, former students earned the following MCC certificates and degrees: Associate in Arts (3), Associate in Applied Science: Ford Mechanical (1), and Associate in Applied Science: Human Services (1).

Our office received news that former students earned the following bachelor's degrees: English from Central Methodist College, Geography from the University of Missouri–Kansas City, and Business from Columbia College. Other former students reported attending the following institutions: Central Missouri State University (2), Ozark Technical Community College, Johnson County Community College (2), DeVry (1), and Avila College. One former student was accepted to Iowa State University on a full scholarship to study archeology.

Former students informed our office of their full-time employment in the following areas/occupations: administrative assistant at the Wyandotte Mental Health Association, food service manager, communications technologist, Southwestern Bell, social worker at Scott Green Community House, truck driver, groundskeeper at Parks and Recreation, AT&T, maintenance worker for MCC, VISTA, (assigned to the MCC Foundation Office and ABLE), and various other service occupations. Other former students reported working part-time as a social worker at New House, then Hope House, and child care worker.

ABLE employees were invited to the wedding of former students who married each other and also learned of former students who became parents for the first or second time (2). One former student passed the GED after navigating the many hurdles required to gain permission to use accommodations on the examination, such as extended time and a private area for testing. Another student came in to visit our new Employment Development Coordinator, as she was divorcing, had a child, and needed higher paying employment. One of our former students ran the Amy Thompson Run to Daylight, and another participated in the MS150. News was received that another former student was joining the army. Sadly, one of our former students passed away following a long illness. Despite the fact that many

former students stay in touch with our office and the fact that we distribute surveys to former students, we have no current information on a majority of former students.

Student Achievement

The MCC Research Office has analyzed the percentage of successful enrollments (completion of courses with grades of C or higher) and semester-to-semester retention rates. According to the March 1996 Retention Report (the latest available figures), 73 percent of MCC enrollments resulted in successful completion (grades of C or better). In comparison, 68 percent of enrollments in ABLE classes resulted in successful completion. Fifty-two percent of enrollments in regular courses of students currently or formerly enrolled in ABLE resulted in successful completion. It is speculated that lower successful enrollments for students in the ABLE Program reflect a much higher withdrawal rate due to a higher incidence of transportation difficulties and health issues. Many students receiving transportation services for people with disabilities reported either being picked up late or not at all. In fact, grades of C or better were achieved in 85 percent of the ABLE courses completed; and grades of C or better were achieved in 76 percent of regular courses taken by students currently or formerly enrolled in ABLE.

The MCC fall-to-fall retention rate, again according to the March 1996 report, was 45 percent. A review of students who enrolled in the ABLE Program for the fall 1997 semester revealed that 59 percent of them were enrolled during the fall 1998 semester. The MCC spring-to-fall retention rate reported in 1996 was 55 percent; 60 percent of students enrolled in ABLE in spring 1998 were also enrolled in fall 1998. The MCC fall-to-spring retention rate reported in 1996 was 66 percent; 81 percent of students enrolled in ABLE in fall 1998 re-enrolled in spring 1999.

During this academic year, a student enrolled in the ABLE Program was inducted into Phi Theta Kappa and immediately elected to serve as vice president of the Service Projects Committee. Twenty-two students enrolled in the ABLE Program earned a grade point average of 3.5 or higher for at least one semester in the 1998–1999 year.

Students in the ABLE Program continued to involve themselves with campus organizations and activities, participating in student government, the Baptist Student Union, and the "Mighty Voices of Longview." Students also served as mentors to students new to the ABLE Program and helped to organize the fourth annual "Walk-'N-Roll-a-Thon," at which monies were donated to purchase assistive equipment for use by students in the ABLE Program. In addition, former students presented as members of student panels at an MCC diversity training session, as well as at a transition fair held in Shawnee Mission, Kansas. They also assisted the director in presenting their experiences as college students enrolled in the ABLE Program to students from various local high schools.

Public Relations

The Program Director presented to the following groups during the 1998–1999 academic year:

- IAM Cares Business Advisory Council Meeting
- Students and LD teachers from a number of schools in the Greater Kansas City Area
- Students and professionals in the Learning Center at Truman Medical Center–East
- Learning Disabilities Association of Columbia, Missouri
- Careers Conference in Madison, Wisconsin
- Lee's Summit Chamber Leadership Group
- Lee's Summit High School

The ABLE Program was featured in an article in the Lee's Summit Journal. Materials about the ABLE Program were exhibited at the College and Vocational/Technical School Fair at Shawnee Mission North High School, as well as at a transition fair in Jefferson City, Missouri.

The Director's membership in professional organizations also contributed to positive publicity for the ABLE Program. The Director continues to serve as a member of the Board of Directors for the Learning Disabilities Association of Missouri and the Governor's Council on Disability. She also served on the Planning Committee for the Learning Disabilities Collaborative Forum held in January at Johnson County Community College. She was appointed to the Adult Advocacy Subcommittee of the Learning Disabilities Association of America. In addition, she continued membership in the Missouri Community College Association, the Midwest Regional Association for Developmental Education, and Missouri's Association of Higher Education and Disability.

Work with other academic institutions, agencies, and individuals also aided in public relations. The following are examples of the types of such interactions that involved the Director over the past year:

- Wrote letters of recommendation for several former students who were applying for jobs or scholarships
- Consulted with professionals at vocational technical school regarding accommodations on a board examination for one of their students
- Consulted with parents
- Met with teachers and professionals from area schools and agencies regarding ABLE, as well as effective teaching techniques
- Served as member of Legislative Committee on Governor's Council on Disability and was appointed to the Educational Committee as well
- Assisted with registration at the Successful Strategies Collaborative Forum, involving the Missouri–Kansas Council for Learning Disabilities, Northeast Kansas Council for Exceptional Children, the Learning Disabilities Associations of Johnson County, Kansas, and Greater Kansas City, Missouri
- Served on the Adult Issues, Educational Services, and Policies/Bylaws committees of the Learning Disabilities Association of Missouri. Also conducted one of the board meetings

- Helped revise a welfare-to-work resource guide for employers
- Participated as a member of the federal Welfare-to-Work Subcommittee
- Consulted with parents of young children with learning disabilities regarding services
- Met with Missouri representative for VISTA, who hired a former student and placed him at our site
- Worked with other professionals on advocating for accommodations for Bright Flight scholars and easier access to accommodations for GED applicants with learning disabilities

Public relations within MCC also is important for program success, as ABLE interfaces with many departments. The Director participated in diversity training and assisted in creating a student panel for one of the sessions. She consulted with employees from Penn Valley who are interested in starting an ABLE Program there, facilitated a study of the effect of accommodations on students without disabilities, and continued to serve on the Early Intervention Team. She volunteered to participate in a re-entry event and on "Hooray Day." She continued to serve as a consultant to colleagues and students not in the ABLE Program in the areas of learning disabilities and brain injuries. She also continued to participate in MCC's Wellness Program.

Special Projects

Regular support groups for parents and significant others continued to be held on a monthly basis.

The Phi Theta Kappa/ABLE mentoring program was continued, with coordination by a part-time counselor.

A flexible part-time employment development coordinator was hired, funded by a grant from the Jewish Heritage Foundation, to develop the ABLE Workers' Program. He attempted to contact all former students and met with a number of them. He also has actively worked at building a strong network with area employers. As one result of his efforts, an employee from Sprint has conducted work-readiness sessions with former and current students.

The Director facilitated two videoconference sessions on learning disabilities, which were downloaded at Longview.

Several students from Johnson County attended ABLE classes under the cooperative agreement with Johnson County Community College.

Recognition

An interview of the Director was posted on a website by the Center on Education and Work (www.cew.wisc.edu/nidrr/mejphoto-interview.htm). She also was invited to write an article for the *Journal for Vocational Special Needs Education.* It appeared in the Fall, 1998 issue (Volume 21, Number 1, pp 44-47).

Pretest/Posttest Scores

Students new to the ABLE Program continued to score higher on posttests of self-esteem and achieved posttest scores suggesting a more internal locus-of-control. In fact, the groups enrolled in the summer and spring semesters demonstrated record gains on their posttest scores in total, general, and personal self-esteem, as well as internal locus-of-control.

Advisory Board Meeting

An Advisory Board Meeting was not held this academic year. The program secretary was on leave throughout most of the summer, and our office was very busy handling a record enrollment. In addition, a counselor who had worked with us since the inception of ABLE was very ill and passed away in May 1999.

Program Needs

Additional professional support still is needed in order to serve our students more effectively.

The training program for the study session facilitators still needs enhancement, including regular observation and coaching.

We are having difficulties identifying consistent, accessible rooms for support groups and study sessions.

Student Needs

Transportation continues to be problematical and/or extremely expensive for many of our students.

Many students who would qualify for and benefit from participating in the ABLE Program cannot afford the significantly higher tuition and do not qualify for adequate financial aid.

Although the campus environment has improved significantly for students with disabilities, there remains a need to educate faculty further and to streamline access to academic adjustments and auxiliary aids.

There continues to be a misperception that the ABLE Program is designed only for students who are extremely low functioning.

ABLE Program Update 1997–1998 Academic Year

Enrollment

There were a total of 142 enrollments in the ABLE Program this academic year. An additional 83 Metropolitan Community College (MCC) enrollments in the regular program were those of students formerly enrolled in the ABLE Program. Overall, enrollments of students currently and formerly in ABLE were one percent higher than in the previous academic year.

During 1997–1998, a total of 84 students enrolled in ABLE only or a combination of ABLE and regular classes, a 14 percent decrease from the previous year. (The office has since implemented better organized follow-up to potential student inquiries, and the program is experiencing a major increase in student numbers for the next academic year.) One middle-school-aged student attended the summer semester as part of his individualized educational plan. Additionally, three students who had finished high school requirements but had not formally graduated attended the spring semester. All four students successfully completed their classes and were a positive addition to the student body.

Eleven students made the transition from the ABLE Program to regular MCC curricula this academic year. In addition, former students earned the following MCC certificates and degrees: Mental Health and Early Childhood, Associate in Applied Science (AAS): Sign Language Technology, AAS: Administrative Assistant, AAS: Management, and AAS: Human Services.

Our office received news that former students earned the following bachelor's degrees: Social Work (cum laude) from Central Missouri State University, Psychology from Missouri Western State College, and Rehabilitation Counseling from Central Missouri State University. We also learned that a former student completed a master's degree in Rehabilitation Counseling from Kansas State University. Other former students reported attending the following institutions: St. Mary's College, DeVry, Central Missouri State University (2), Ozark Technical Community College, University of Missouri–Kansas City, Johnson County Community College, Avila College, Missouri Western State College, Central Methodist College, North Kansas City Hospital (Radiological Technology training), and a hospitality management (food service) training program. A former student completed an Interior Design program at Patricia Stevens and was valedictorian of the class. Another former student successfully passed the state board examination for Occupational Therapy Assistants.

Former students informed our office of their full-time employment in the following areas/occupations: General Motors, Commerce Bank (Accounts Representative), production, Home Depot, dental assistant, Ponderosa, Kansas City Missouri Police Department, a program for adults with developmental disabilities, and proprietor of own businesses (2). Other former students reported working part-time as a dietary aide, projectionist, and child care worker.

The ABLE Office also heard from students who became parents for the first time (2) and who were planning to take the GED (1). On a sad note, one former student was killed in an automobile accident. Despite the fact that many former students stay in touch with our office and the fact that we distribute surveys to former students, we have no current information on a majority of former students.

Student Achievement

In order to be consistent with MCC's statistical profiles, data were gathered on the percentage of successful enrollments, as well as the fall-to-fall retention rate. According to the March 1996 Retention Report, 73 percent of MCC enrollments resulted in successful completion (grades of C or better). In comparison, 68 percent of enrollments in ABLE classes resulted in successful completion. Fifty-nine percent of enrollments in regular courses of students currently or formerly enrolled in ABLE resulted in successful completion. Although an in-depth study has not been conducted, lower successful enrollments for students in the ABLE Program may reflect a much higher withdrawal rate due to a higher incidence of transportation difficulties and health issues. In fact, grades of C or better were achieved in 87 percent of the ABLE courses completed; and grades of C or better were achieved in 82 percent of regular courses taken by students currently or formerly enrolled in ABLE.

The MCC fall-to-fall retention rate, according to the March 1996 report, was 45 percent. A review of students who enrolled in the ABLE Program for the fall 1996 semester revealed that 53 percent of them were enrolled during the fall 1997 semester.

During this academic year, a student formerly enrolled in the ABLE Program received Phi Theta Kappa Enhanced Membership Achievement Recognition. Another former student received honorable mention in the campus literary journal. Still another placed third in a "Diversity" art contest. Ten students enrolled in the ABLE Program made the honor roll at least one semester in the 1996–1997 academic year.

Students in the ABLE Program continued to involve themselves with campus organizations and activities, participating in student government, the Baptist Student Union, the Human Services Club, and the "Mighty Voices of Longview." Students also served as mentors to students new to the ABLE Program and helped to organize the third annual "Walk-'N-Roll-a-Thon," at which monies were donated to purchase assistive equipment for use by students in the ABLE Program. In addition, former students presented with the Director at a national and a state conference.

Public Relations

The Program Director presented to the following groups during the 1997-1998 academic year:

- National Association of State Head Injury Administrators
- Students and LD teachers from a number of schools in the Greater Kansas City Area
- Transition Specialists, Shawnee Mission School District

- Johnson County Transition Council
- Learning Disabilities Association of Missouri Conference
- Governor's Council on Disability
- Collaborative Forum on Learning Disabilities
- Brain Injury Association Support Group

One of the students enrolled in ABLE was featured on Fox 41 News. The ABLE Program was highlighted as well. Also, materials about the ABLE Program were exhibited at the Disability Resource Fair held at the Mid-American Rehabilitation Hospital and at the Postsecondary Educational Opportunities Open House in Johnson County, Kansas.

The Director's membership in professional organizations also contributed to positive publicity for the ABLE Program. The Director served as a member of both the Board of Directors for the Learning Disabilities Association of Missouri and the Governor's Council on Disability. She was appointed to the Postsecondary Subcommittee of the Learning Disabilities Association of America. In addition, she continued membership in the Missouri Community College Association, the Midwest Regional Association for Developmental Education, and Missouri's Association of Higher Education and Disability.

Work with other academic institutions, agencies, and individuals also aided in public relations. The following are examples of the types of such interactions that involved the Director over the past year:

- Assisted student in attaining accommodations for a state board examination
- Met with various professionals and groups to establish guidelines for documentation of learning disabilities at the postsecondary level and eliminate some of the roadblocks presented to students requesting accommodations in order to take the GED
- Consulted with parents
- Served as member of Legislative Committee on Governor's Council on Disability
- Assisted in the coordination of a Successful Strategies Collaborative for involving the Missouri–Kansas Council for Learning Disabilities, Northeast Kansas Council for Exceptional Children, and the Learning Disabilities Associations of Johnson County, Kansas, and Greater Kansas City, Missouri
- Served on the Adult Issues, Educational Services, and Policies/Bylaws committees of the Learning Disabilities Association of Missouri
- Co-Chaired Program Committee for the Learning Disabilities Association of Missouri Conference

Public relations within MCC also is important for program success, as ABLE interfaces with many departments. The Director participated on an Advisory Board for Developmental Disabilities Work Certification Project. She also assisted a "learner-centered classroom" project at the Penn Valley Campus, assisted with implementation of the Assessment Action Plan, and continued to serve on the Early Intervention Team. She volunteered services on "Senior Day" and "Hooray Day" and assisted in the interview of a practicum student aspiring to work in Longview's Counseling Center. She continued to serve as a consultant to colleagues and students not in the ABLE Program in the areas of learning disabilities and brain injuries. She also continued to participate in MCC's Wellness Program.

Special Projects

Regular support groups for parents and significant others continued to be held on a monthly basis.

The Phi Theta Kappa/ABLE mentoring program was continued, with coordination by a part-time counselor.

Two part-time learning disabilities specialists were hired, funded by a grant from the Jewish Heritage Foundation, to research the development of a work component.

The Director assisted in the development of a Welfare-to-Work and Learning Disabilities Forum, held at Penn Valley, and hosted an Assistive Technology Workshop for the ABLE Staff.

Several students from Johnson County attended ABLE classes under the cooperative agreement with Johnson County Community College.

Awards

ABLE was awarded a Certificate of Excellence from the Center on Education and Work, housed at the University of Wisconsin.

The Pilot Club of Eastern Jackson County continued their support of the ABLE Program by contributing an additional $300 to a scholarship fund.

The Director received certification as a Professionally Recognized Special Educator by the Council for Exceptional Children.

Pretest/Posttest Scores

Students new to the ABLE Program continued to score higher on posttests of self-esteem and achieved posttest scores suggesting a more internal locus-of-control.

Advisory Board Meeting

An Advisory Board Meeting was held in July 1997. The meeting continued discussion of the addition of a work component to the ABLE Program.

Program Needs

Additional professional support still is needed in order to serve our students more effectively. It appears as though enrollment during the 1998–1999 academic year will be significantly higher than ever before.

There still needs to be a better organized training program for the study session facilitators, including regular observation and coaching. The Director met with Don Deshler, Director of the Institute on Research and Learning at the University of Kansas, for suggestions.

Student Needs

Transportation continues to be problematical and/or extremely expensive for many of our students. (One student's family is paying $100 per week for their student to attend classes during the summer 1998 semester.)

Many students who would qualify for and benefit from participating in the ABLE Program cannot afford the significantly higher tuition and do not qualify for adequate financial aid.

Although the campus environment has improved significantly for students with disabilities, there remains a need to educate faculty further and streamline access to academic adjustments and auxiliary aids.

Our students need more support when making the transition to the workplace and in the workplace, in terms of securing accommodations and in coping with workplace issues.

ABLE Program Update
1996–1997 Academic Year

Enrollment

There were a total of 147 enrollments this academic year in the ABLE Program. An additional 76 Metropolitan Community College (MCC) enrollments in the regular program were those of students formerly enrolled in the ABLE Program. Overall, enrollments of students currently and formerly in ABLE were 11 percent higher than in the previous academic year.

During 1996–1997, a total of 98 students enrolled in ABLE only or a combination of ABLE and regular classes, a 44 percent increase over the previous year. Fifteen of these students made the transition to regular MCC curricula this academic year. One former ABLE student earned an Associate of Arts degree, another a Mental Health Certificate from Longview, and another a Supervision Certificate from the Office Skills Program.

Our office received news of other former students attending the following programs or institutions: Central Missouri State University (6), University of Missouri–Columbia (2), University of Missouri–Kansas City (2), Columbia College (1), Electronics Institute (2), Graceland College (1), Johnson County Community College (1), Ozark Technical Community College (1), Patricia Stevens (1), and Southwest Missouri State University (1).

Former students informed us of their full-time employment in the following areas/occupations: fire prevention inspector, nanny, health assistant in plastic surgeon's office, construction (4), auto and jet ski body repair, police dispatcher. Part-time employment of former students includes: study session facilitator in the ABLE program, maintenance for the Metropolitan Community Colleges (2), Arby's (2), Ozanam Boys Home, speaking to school groups.

The ABLE Office continued to hear from former students who had married (5; two to each other), who were preparing to take the GED examination, and who had children (3) or were expecting babies. An individual who decided he would rather work than go to school and had been referred to Goodwill Industries for evaluation came back to let us know he had followed through with that agency. On a sad note, two students were killed in automobile accidents, two were having problems recuperating from surgeries, and one former student was in the news due to a drinking problem. Despite the fact that many former students stay in touch with our office and the fact that we distribute surveys to former students, we have no current information on a majority of former students.

Student Achievement

In order to be consistent with MCC's statistical profiles, data were gathered on the percentage of successful completion of classes—that is, courses completed in which grades of C or better were earned.

Eighty-one percent of students successfully completed ABLE classes, and 80 percent of students currently or formerly enrolled in ABLE classes successfully completed courses in the regular program. (According to the latest statistics available, 72 percent of MCC students successfully completed classes.) Ninety-five percent of students completed ABLE classes with a grade of D or better, while 94 percent of students currently or formerly enrolled in ABLE classes completed regular MCC courses with a grade of D or better. (According to the latest statistics available, 82 percent of MCC students completed courses with a grade of 12 or better.) The course withdrawal rate of current and former ABLE students was 20 percent for ABLE courses and 21 percent for regular courses, as compared to 7 percent for students enrolled in MCC courses overall. It is speculated that the higher withdrawal rate of ABLE students was due to several factors, including but not limited to greater awareness of the withdrawal policy and a higher rate of health problems. Even including non-completed courses, students currently or formerly enrolled in the ABLE program completed 65 percent of all ABLE courses with grades of C or better; and 63 percent of all regular courses with grades of C– or better. The success rate was somewhat lower than the previous year. It is speculated that the results reflect a consequence of serving a larger student population with little or no additional staff.

Data also were compiled on the "persistence" rate of students currently or formerly enrolled in the ABLE Program. A review of students who began courses in the ABLE Program prior to summer 1995 revealed that 40 students enrolled in an average of four more semesters with MCC beginning with or after summer 1995. One of these students earned an Associate of Arts degree by the end of spring 1997.

Students who began the ABLE Program in the summer 1995 semester have since attended an average of four of six semesters (including two summer semesters) with MCC. Students who began the ABLE Program in the fall 1995 semester have attended an average of four of five semesters with MCC. One student had returned to MCC after not having attended classes for more than a year.

Students who began the ABLE Program in the spring 1996 semester have attended an average of three out of four semesters with MCC. One died in an automobile accident in December, and another transferred to Patricia Stevens Modeling School. Students who began in summer 1996 have attended an average of two out of three semesters with MCC. One transferred back to the University of Missouri–Columbia; another back to Graceland College, and a third was hospitalized.

A record number of students began the ABLE program in the fall 1996 semester, and an additional four students returned to MCC after over a year's absence. Seventy-five percent of these students enrolled in the spring 1997 semester. One died in an automobile accident after the spring semester had concluded.

In May 1997, three students who had formerly participated in the ABLE Program sent the ABLE Office invitations to their commencement ceremonies. One completed a Bachelor of Science degree in dental hygiene at the University of Missouri–Kansas City. This student ranked third out of 24 in her clinicals. Another former student completed course work for a Bachelor of Social Work from Central Missouri State University. She has achieved the Dean's List every semester. The other student is completing a course this summer for an Associate of Applied Science Degree to be an Occupational Therapy Assistant.

During this academic year, a student in the ABLE Program received the Outstanding Student Leader award from Longview. Another student wrote, and was in the process of having published, a book entitled *Superman Doesn't Live Here.* Still another was listed in *Who's Who Among American Junior College Students* and continued to serve as an active member of Phi Theta Kappa. Eleven ABLE students made the honor roll at least one semester in the 1996–1997 school year.

ABLE students were active in college organizations as well. Two students in the ABLE Program and a former ABLE student continued to serve as active members of student government. One student served as an officer. Two ABLE students were active members of the Baptist Student Union. Another student served as an officer in the Human Services Club. Still another served as a Student Ambassador. ABLE student talents also were demonstrated in an article published in the *Longview Current*, volunteer work as a campus disk jockey, and participation in the "Mighty Voices of Longview."

Students in the ABLE Program continued to work as a team. Some served as mentors to students new to the ABLE Program. In addition, this year they helped organize both the second annual Walk-'N-Roll-A-Thon, at which monies were donated to purchase assistive equipment for use by students in the ABLE Program, and a post-commencement picnic. The mentoring coordinator and the office assistant also played key roles in the organization of these events.

Public Relations

The Program Director presented to the following groups:

- Students and LD Teachers from a number of schools in the greater Kansas City Area
- Fifth Annual Institute for Inclusive Education
- FUTURES Conference in Kansas
- Learning Disabilities Association of Missouri Conference
- Governor's Council on Disability
- MCC District In-Service Program

In addition, the ABLE Program Secretary exhibited materials at the Missouri *Focus on Your Future* Conference.

The Director's membership in professional organizations also contributed to positive publicity for the ABLE Program. The Director served as Past-President for the MO-KAN Council for Learning Disabilities. She also was elected to the Board of Directors of the Learning Disabilities Association of Missouri. In addition, she continued membership in the Missouri Community College Association, the Midwest Regional Association for Developmental Education, and Missouri's Association of Higher Education and Disability.

Work with other academic institutions, agencies, and individuals also aided in public relations. The following are examples of the types of such interactions that involved the Director over the past year:

- Tutor Training at Emporia State University
- Meeting with various professionals and groups regarding the establishment of guidelines for documentation of learning disabilities at the postsecondary level
- Consultations with parents
- Service as appointee to the Governor's Council on Disability

- Assisting in the coordination of a *Successful Strategies* mini-conference for the MO-KAN Council for Learning Disabilities, Kansas and Missouri Divisions of Learning Disabilities, and Learning Disabilities Associations of Johnson County, Kansas, and Greater Kansas City, Missouri
- Consultations with vocational rehabilitation counselors, high school teachers, and other professionals in the field
- In-service training for special educators from a local school district
- Authoring an article for the LDA of Missouri newsletter

Public relations within Longview also is important for program success, as ABLE interfaces with virtually every campus department. The Director served as a consultant for the Code of Student Conduct Review and was appointed to the Advisory Board for Developmental Disabilities Work Certification Project. She also assisted in the development of an Assessment Action Plan and continues to serve as a member of the Early Intervention Team. She volunteered services on "Senior Day," "Hooray Day," and for the "Save Our Student" Project. She assisted in the interview of practicum students aspiring to work in Longview's Counseling Center and oversaw the supervision of a Human Services practicum student working in the ABLE Program. At a student's suggestion, the Director rewrote ABLE's web page. In addition she wrote a letter of support for the Assistive Technology Training Action Consortium. She continued to serve as a consultant to colleagues and students not in the ABLE Program in the areas of learning disabilities and brain injuries. For a change of pace, the Director also continues to participate in MCC's Wellness Program.

Special Projects

Regular support groups for parents and significant others continued to be held on a monthly basis.

The Phi Theta Kappa/ABLE mentoring program was continued, with coordination by a part-time counselor.

The ABLE Program piloted use of a basic mathematics textbook written by MCC mathematics instructor Martha Haele. The ABLE instructor and learning specialist plan to continue to refine the hands-on approach used in the book.

The Director continued to work with members of the Johnson County Transition Council to develop a cooperative ABLE Program, including a work component, with Johnson County Community College. A proposal was written and presented to the Johnson County Community College Board of Directors in March. At that time, the Board expressed enthusiasm for the idea, but did not choose to fund the project for the 1997–1998 year. Johnson County Community College (JCCC) did propose a cooperative agreement, whereby JCCC residents qualifying for ABLE could attend Longview's program for the cost of in-state tuition, with JCCC paying the additional out-of-state tuition and lab fees. This agreement is to become effective for fall 1997.

Awards

The Pilot Club of Eastern Jackson County continued their support of the ABLE Program by contributing an additional $400 to a scholarship fund.

The Jewish Heritage Foundation awarded the ABLE program $25,000 to fund additional counseling support so that the Director could continue to investigate the addition of a work component to ABLE. Additional hours were added to one of the part-time counselors' workload. The Director has met with Goodwill Industries and has talked with the supervisor of the Missouri Transition Partnership Project, as well as various MCC colleagues, regarding this matter.

Pretest/Posttest Scores

New ABLE students continued to score higher on posttests on self-esteem and achieved posttest scores suggesting a more internal locus-of-control.

Advisory Board Meeting

An Advisory Board Meeting was held in July 1996. The meeting consisted of discussing the addition of a job component to ABLE, as well brainstorming personal skills, job skills, and components that ought to be included in job training.

Program Needs

Full-time counseling support and/or learning disabilities professional support still are needed to more effectively serve our growing number of students. Additional training opportunities would enhance the effectiveness of the study session facilitators.

Student Needs

Transportation continues to be problematical and/or extremely expensive for many of our students.

Many students who would qualify for and benefit from participating in the ABLE Program cannot afford the significantly higher tuition and do not qualify for adequate financial aid.

Although the campus environment has improved significantly for students with disabilities, there still remains a need to educate faculty further and to streamline access to academic adjustments and auxiliary aids.

A more structured transition to the workplace is needed, especially for students who decide not to pursue a degree.

ABLE Program Update 1995–1996 Academic Year

Enrollment

There were a total of 111 enrollments this academic year. An additional 90 Metropolitan Community College (MCC) enrollments in the regular program were those of students formerly enrolled in the ABLE Program.

During 1995–1996, a total of 68 students enrolled in ABLE only or a combination of ABLE and regular classes. Twelve of these students made the transition to regular MCC curricula. Three students earned Associate of Arts degrees from MCC; two others earned Associate of Applied Science degrees in Fire Science and Management. Our office received news of other former students' having transferred to the following programs or institutions: University of Missouri–Kansas City (2), San Antonio College, Northland Career Center, GED classes, Missouri Western, Carpenters' Union, Avila College, Johnson County Community College (3), Central Missouri State University (2), Emergency Medical Technician Training, Ozarks Technical College (2), Electronics Institute. Former students are employed full-time in the following capacities: paramedical examiner, auto body repair, MAST, running a lawn care business, working in the restaurant business in California, construction worker, training employees for Best Buy, maintenance assistant, mental health technician and therapeutic activities assistant, clerk, certified nursing assistant/certified medical technologist, customer service, canvasser, assembler, sales person.

Another worked part-time as a study session facilitator. Our office also heard of two engagements, two new parents, and was invited to the weddings of former students. Despite the fact that many former students stay in touch with our office and the fact that we distribute surveys to former students, we have no current information on a majority of former students.

Student Achievement

In order to be consistent with MCC's statistical profiles, data was gathered on the percentage of successful completion of classes—that is, courses which were completed and in which grades of C or better were earned.

Eighty-eight percent of students successfully completed ABLE classes, and 86 percent of students currently or formerly enrolled in ABLE classes successfully completed courses in the regular program. (According to the latest statistics available, 72 percent of MCC students successfully completed classes.) Ninety-three percent of students completed ABLE classes with a grade of D or better, while 95 percent of students currently or formerly enrolled in ABLE classes completed regular MCC courses with a grade of D or better. (According to the latest statistics available, 82 percent of MCC students completed courses with a grade of D or better.) The course withdrawal rate of current and former ABLE students was 14 percent for ABLE courses and 19 percent for regular courses, as compared to 7 percent for students enrolled in MCC courses overall. It is speculated that the higher withdrawal rate of ABLE students was due to several factors including, but not limited to, greater awareness of the withdrawal policy and a higher rate of health problems. Even including non-completed courses, students currently or formerly enrolled in the ABLE program completed 76 percent of all ABLE courses with grades of C or better and 69 percent of all regular courses with grades of C or better.

Data also were compiled on the "persistence" rate of students currently or formerly enrolled in the ABLE Program. A review of students who began courses in the ABLE Program prior to summer 1994 revealed that 58 students enrolled in an average of three more semesters beginning with or after summer 1994. Four of these students earned Associate degrees by the end of spring 1996; one returned to Longview after having transferred to Northwest Missouri State University; others transferred to Avila College, Johnson County Community College, Ozark Technical College; two went to work; and one was injured in a vehicular accident.

Students who began the ABLE Program in the summer 1994 semester have since attended MCC an average of five of six semesters (including two summer semesters). Students who began the ABLE Program in the fall 1994 semester have attended MCC an average of three of five semesters with. One transferred to Central Missouri State University, then returned for a semester; and anther went to work.

Students who began the ABLE Program in the spring 1995 semester have attended an average of two out of four semesters with MCC. Two moved out of state, one transferred to Johnson County Community College, and one went to work. Students who began in summer 1995 have attended MCC an average of one semester. One returned to high school, graduated, and enrolled for summer 1996. Another had surgery and has since enrolled for fall 1996. Every student who began ABLE courses in the fall 1995 semester enrolled in the spring 1996 semester at MCC.

In May 1996, a student who had transferred to Hannibal-LaGrange in fall 1994 completed a bachelor's degree in education with honors. Another student made the Dean's List for her first two semesters at Central Missouri State University. Still another completed a computer science degree at Northwest Missouri State University.

A student in the ABLE Program received the Outstanding Contribution to a Special Interest Group at Longview College award. Another student won a trophy in the LDA of Missouri's Art Competition. A former ABLE student worked in the program as a study session facilitator. Fourteen ABLE students made the honor roll at least one semester in the 1995–1996 school year. Two former students helped organize a support group for head injury survivors at St. Mary's Hospital.

ABLE students were active in college organizations as well. A student in the ABLE Program continued to serve as an active member of student government. One will serve as president next academic year. One student served as an officer and another as president of Students for Equal Access.

Students in the ABLE Program continued to work as a team. Some served as mentors to students new to the ABLE Program. In addition, this year they organized a tour of Christmas in the Park, a potluck luncheon, a bowling party, a Walk-'N-Roll-A-Thon, and a post-commencement picnic. The mentoring coordinator and office assistant also played key roles in the organization of these events.

Public Relations

Former and current ABLE students volunteered their time to tell others about their educational experiences by presenting to several groups of students with learning disabilities from area high schools.

The Program Director presented to the following groups:

- High school students and LD teachers
- Alliance for Inclusion
- FUTURES Conference in Kansas
- Focus on Your Future Transition Conference in Missouri
- Local Association of Special Educators
- Blind Focus (now Center for Blindness and Low Vision)
- MO-KAN-NE (Trio Program Conference)

The Director's membership in professional organizations also contributed to positive publicity for the ABLE Program. The Director served as president for the MO-KAN Council for Learning Disabilities. She also was elected to the Professional Advisory Board of the Learning Disabilities Association of Missouri. In addition, she continued membership in the Missouri Community College Association and the Midwest Regional Association for Developmental Education.

Work with other academic institutions, agencies, and individuals also aided in public relations. The following are examples of the types of such interactions that involved the Director over the past year:

- Supervision of students enrolled in UMKC's graduate-level practicum for certification in Learning Disabilities
- Attendance at support group for head injury survivors at St. Mary's Hospital
- Consultations with parents
- Guest lecturing at graduate-level classes

- Coordination of a Successful Strategies mini-conference for the MO-KAN Council for Learning Disabilities, Kansas and Missouri, Divisions of Learning
- Disabilities and Learning Disabilities Associations of Johnson County, Kansas, and Greater Kansas City, Missouri
- Consultations with vocational rehabilitation counselors and other professionals in the field
- Participation in a DESE Focus Group on Special Education

Public relations within Longview also is important for program success, as ABLE interfaces with virtually every campus department. The Director attended several academic division meetings to describe the ABLE Program to instructional faculty and to respond to their questions and concerns. She also initiated better communication with the Access Office through establishing regular meeting times and working with practicum students from Avila and CMSU.

She participated in Meet Your College Day, continued to attend management meetings regularly, participated in Course Outcomes workshops, supervised a human services practicum student, and presented to the part-time faculty. The Director also edited the MO-KAN CLD newsletter.

Special Projects

Regular support groups for parents and significant others continued to be held on a monthly basis.

The Phi Theta Kappa/ABLE mentoring program was continued, with coordination by a part-time counselor.

The Director began work with members of the Johnson County Transition Council to determine the feasibility of a cooperative ABLE Program, including a work component, with Johnson County Community College.

Awards

The Pilot Club of Eastern Jackson County demonstrated their support of the ABLE Program by contributing $400 to a scholarship fund. In addition, the Director was listed in *Who's Who Among American Educators.*

Pretest/Posttest Scores

New ABLE students continued to score higher on posttests on self-esteem and achieved posttest scores suggesting a more internal locus-of-control.

Advisory Board Meeting

An Advisory Board Meeting was held in July 1995. Many worthwhile suggestions for improvements and/or additions to the ABLE Program were made.

Program Staffing

The part-time counselor, who was previously hired to facilitate additional support groups, also was hired to coordinate the mentoring program.

Program Needs

An additional office for the counselors has enhanced services to our students. Full-time counseling support still is needed to more effectively serve our students and free up time for the Director to coordinate the addition of a work component to the program. Additional training opportunities would enhance the effectiveness of the study session facilitators.

Student Needs

Transportation continues to be problematical and/or extremely expensive for many of our students.

A more structured transition to the workplace is needed, especially for students who decide not to pursue a degree.

ABLE Program Update
1994–1995 Academic Year

Enrollment

There were a total of 143 enrollments this academic year, a seven percent increase over the previous year. Two additional support groups were added in the fall semester and one in the spring semester.

During this year, a total of 85 students enrolled in ABLE only or a combination of ABLE and regular classes. Seventeen of these students made the transition to regular MCC curricula. Other students transferred to the following programs or institutions: Tad Technical Institute, Patricia Stevens Modeling School, Certified Nursing Assistant Training, Certified Medical Technician Training, a short course in math to prepare for Electronics Institute, Rehabilitation Institute's Head Injury Program, Hannibal- LaGrange College, UMKC, Northwest Missouri State University and Chattanooga State Technical College.

Thirty students, who were enrolled in ABLE courses previous to this academic year, continued their studies in regular MCC curricula, and at least two additional former student continued their studies at universities, specifically Kansas State and The University of Kansas. Another graduated with an Associate in Arts degree from Iowa Western. One former student is working as Assistant Manager of a local city. Despite having sent out a survey to former students, there is no current information available on many other former students.

Student Achievements

Academic achievements among ABLE students were impressive. Twenty percent of students enrolled in ABLE classes this academic year achieved a 4.0 GPA for at least one semester; 34 percent earned a 3.0 GPA for at least one semester, and 28 percent earned a 2.0 C A for at least one semester.

Of the students who made the transition to the regular program this year, 24 percent achieved a 4.0 GPA in the regular program for at least one semester, 18 percent achieved a 3.0 GPA in the regular program for at least one semester, and 24 percent achieved a 2.0 GPA in the regular program for at least one semester.

During this academic year, six former ABLE students earned Associate in Arts degrees, and two earned Associate in Applied Science degrees from the Metropolitan Community Colleges. The student who transferred to Hannibal-LaGrange reported that she had completed 33 credits with a 3.7 GPA.

Additional significant achievements include the following:

- Three of the five Longview students nominated to *Who's Who in America's Junior Colleges* in the fall 1994 semester were current or former ABLE students.

- Three current or former ABLE students applied to the Occupational Therapy Assistant Program at the Penn Valley Campus. There were 90 applicants for 30 slots, and two of the three ABLE students were accepted.
- Two ABLE students continued to be active members of student government. One is scheduled to serve as president next academic year.
- The student recipient of the Outstanding Contribution to the College Award was an ABLE student.
- One of two student recipients of the Outstanding Student Leader Award was an ABLE student.
- One ABLE student was the recipient of the Jane Froman Success Award, presented by the Rehabilitation Institute.
- An ABLE student won first place in the LDA of Missouri's Art Competition.
- Two ABLE students participated in World AIDS Day.
- Two current and former ABLE students worked in the program as study session facilitators.
- Several ABLE students were inducted into Phi Theta Kappa.

ABLE students were active in other college organizations as well. One continued to serve as president of Students for Equal Access, a group she initiated, and also continued to actively participate in Phi Theta Kappa, particularly in the organization of a student mentoring program.

She coordinated the mentoring program as a human services practicum student during the spring semester. She also wrote an action plan to acquire funding for a counselor to coordinate the program beginning in fall 1995. The proposal was approved.

The ABLE students continued to work as a team. This year they organized pizza parties, a potluck luncheon, and a postcommencement picnic. The office assistant also played a key role in these achievements.

Public Relations

Former and current ABLE students volunteered their time to tell others about their educational experiences. They presented at a Futures Conference, the Learning Disabilities Association of Kansas Conference, and to several groups of students with learning disabilities from area high schools.

The Program Director not only facilitated and/or organized the above-mentioned panel presentations, but also presented to the following groups:

- High school students and LD teachers
- Learning Disabilities Association of Kansas
- Learning Disabilities Association of Missouri
- Lee's Summit Leadership
- Missouri Community College Association

- Rehabilitation Institute
- Metropolitan Community Colleges All-Employee In-Service

The Director's membership in professional organizations also contributed to positive publicity for the ABLE Program. The Director served as president-elect for the MO-KAN Council for Learning Disabilities and helped organize the meetings as well as the annual mini-conference.

Work with other academic institutions, agencies, and individuals also aided in public relations. The following are examples of the types of such interactions that involved the Director over the past year:

- Consultations with students at other colleges and universities
- Consultations with parents
- Guest lecturing at graduate-level classes
- Assisting in facilitation of a Successful Strategies mini-conference for the MO-KAN Council for Learning Disabilities, Division of Learning Disabilities, and Learning Disabilities Association
- Serving as Creating Economic Opportunities Advisory Board Member
- Consultations with vocational rehabilitation counselors and other professionals in rehabilitative services
- Assisting in students conducted by graduate students from St. Louis University and the University of Kansas

Public relations within Longview also is important for program success, as ABLE interfaces with virtually every campus department. The Director is an active member of the Access Office Advisory Committee, consults with colleagues, continues to attend management meetings regularly, and was a team leader for writing student outcomes for guided studies courses offered in the ABLE Program.

The Director edited and wrote an article review for the MO-KAN CLD newsletter.

Special Projects

Regular support groups for parents and significant others continued to be held on a monthly basis.

As previously mentioned, a mentoring program, a collaborative effort involving Phi Theta Kappa volunteers, and new ABLE students, was continued by student volunteers. All involved appeared to grow from the experience.

Also previously noted, ABLE students participated in two separate studies—one conducted by a graduate student from St. Louis University and the other by a graduate student from the University of Kansas.

Awards

The ABLE Program received the Program of the Year Award from the Governor's Council on Disabilities and the Alliance for Inclusion. Also, the Kansas City Affiliate of the Learning Disabilities Association of Missouri demonstrated their support of the ABLE Program by contributing an additional $5,000 to the Learning Disabilities Scholarship Fund.

Pretest/Posttest Scores

New ABLE students continued to score higher on posttests on self-esteem and achieved posttest scores suggesting a more internal locus-of-control. The spring 1995 group scores suggested significant gains in both areas. Their pretest scores suggested low self-esteem, while their posttest scores, at 9 T-score points higher, suggested an intermediate level of self-esteem. Like the group in the spring 1994 semester, these individuals also demonstrated a greater shift toward internal locus-of-control than any previous group.

Advisory Board Meeting

Unfortunately, due to the increased workload presented by a larger student population and outcomes meetings, no advisory board meetings were held. The Director believes that the Advisory Board members provide valuable guidance and hopes to schedule a meeting during the 1995–1996 academic year. Many thanks go to Advisory Board Members, whose advice facilitated the awarding of regular program status to ABLE.

Program Staffing

A part-time counselor was hired to facilitate additional support groups needed for the expanded student population.

The learning disabilities specialist duties were expanded to include facilitation of basic writing skills study sessions, in addition to the basic reading and math skills study sessions.

A full-time secretary was hired to handle the increased office workload.

Program Needs

The counselors continued to need a private office where they could meet consistently with clients. Rooms for both counseling and study sessions became even more scarce this academic year.

In addition, the program stills needs a full-time counselor to provide consistent assistance to the students and also to assist the Director with enrollment.

Student Needs

Many students involved in the ABLE Program lack the means to pay for their schooling, yet fewer appear to qualify for financial support.

Transportation to Longview continues to be problematical and/or extremely expensive for many of our students.

Our student population declined this summer, despite an increased number of individuals having expressed interest, mostly due to financial and transportational issues.

ABLE Program Update 1993–1994 Academic Year

Enrollment

There were a total of 134 enrollments this academic year, an 11 percent increase over the previous year. The classes for new students were filled to capacity in the fall 1993 semester, and six students were placed on a waiting list.

During this year, a total of 76 students enrolled in ABLE only or a combination of ABLE and regular classes. Ten of these students made the transition to regular MCC curriculum. One student transferred to a technical program, and one transferred back to the University of Missouri–Rolla. Another individual accepted a job as an assistant manager of a shoe store.

Eighteen students who were enrolled in ABLE courses previous to this academic year continued their studies in regular MCC curricula. At least two other former ABLE students continued their programs at technical schools, and at least two additional former students continued their studies at universities, specifically Northwest Missouri State and Iowa Western. One former student began a lawn service business, and another went to work as a school bus driver. (The latter individual has enrolled

in ABLE classes for the forthcoming summer and fall semesters). Another former student's grandfather informed the Director that the student was working toward his GED in Colorado. There is no current information available on many other former students.

Student Achievements

Academic achievements among ABLE students were impressive. Fourteen percent of students enrolled in ABLE classes this academic year achieved a 4.0 GPA for at least one semester, 41 percent achieved a 3.0 GPA for at least one semester, and 28 percent achieved a 2.0 GPA for at least one semester.

Of the students who made the transition to the regular program this year, 67 percent achieved a 3.0 GPA in the regular program for at least one semester, and 92 percent achieved a 2.0 GPA in the regular program for at least one semester.

One former ABLE student completed an Associate in Arts degree in December and currently is working full-time. Another former ABLE student went through commencement in May, having earned highest academic honors and a membership in Phi Theta Kappa. That individual has been accepted at Hannibal-LaGrange College. Still another former ABLE student has been accepted by UMKC's School of Dentistry to begin work toward a degree in dental hygiene next fall.

Four current and former ABLE students worked in the program as study session facilitators.

Former and current ABLE students also make impressive achievements outside the college setting. An individual who started ABLE classes but decided he wanted to go to work instead did earn the rank of Eagle Scout and invited the ABLE staff to the ceremony. A current ABLE student wrote an essay that was published in a local literary magazine. A former ABLE student, after having transferred to the regular curriculum, contacted Phil Whitt of WDAF and convinced him to do a news story about ABLE. Katherine Bliss was assigned to complete the interviews, and the piece was aired on October 29, 1993. Several ABLE students were inducted into Phi Theta Kappa.

ABLE students also were active in college organizations. One continued to serve as president of Students for Equal Access, a group she initiated, and also continued to actively participate in Phi Theta Kappa, particularly in the organization of a student mentoring program.

Another ABLE student continued to be an active member of student government and was awarded for his outstanding contributions to the college. Still another ABLE student actively participated in the Interclub Council.

The ABLE students demonstrated their ability to work as a team. One of their more impressive collective efforts was the organization of a post-commencement picnic. The office assistant also played a key role in this achievement

Public Relations

Former and current ABLE students volunteered their time to tell others about their educational experiences. They presented at Longview's Faculty In-Service, the Learning Disabilities Association of Missouri Conference, and a graduate class at the Kansas University Regents' Center.

The Program Director not only facilitated and/or organized the above-mentioned panel presentations, but also presented to the following groups:

- Missouri Vocational Special Needs Association
- Job placement specialists
- Transitional Learning Center clients
- Belton High School students and LD teachers
- Learning Disabilities Association of Missouri
- Creating Economic Opportunities Advisory Board
- Blue Valley Northwest High School students and LD teachers
- Lee's Summit Leadership
- Center High School and LD teachers
- Vocational rehabilitation counselors from St Joseph, Missouri

The Director's membership in professional organizations also contributed to positive publicity for the ABLE Program. The Director served as treasurer for the MO-KAN Council for Learning Disabilities and helped organize meetings and the annual mini-conference.

Work with other academic institutions, agencies, and individuals also aided in public relations. The following are examples of the types of such interactions that involved the Director over the past year:

- Consultations with students at other colleges and universities
- Consultations with parents
- Guest lecturing at graduate-level classes
- Workshop facilitation for Project LIFT (Literacy Investment for Tomorrow)
- Serving as Creating Economic Opportunities Advisory Board Member
- Serving as expert witness for ABLE student with traumatic brain injury
- Consultations with vocational rehabilitation counselors and other professionals in rehabilitative services

Public relations within Longview also is important for program success, as ABLE interfaces with virtually every campus department. The Director advised colleagues on the organization of ADA workshops for businesses and the creation of a program for individuals with developmental disabilities. She continues to serve as a member on the RIOT Committee. The Director also presented at a Special Unit In-Service on a Student Success survey and at a Reading Center meeting on academic adjustments and auxiliary aids. Finally, a new program brochure was created, and a paper submitted and published in ERIC.

Special Projects

Regular support groups for parents and significant others continued to be held on a monthly basis.

A pilot mentoring program, a collaborative effort involving Phi Theta Kappa volunteers and new ABLE students, was begun. All involved appeared to grow from the experience.

The Financial Aid Office held a special session for ABLE students to help with applications for financial aid.

A human services practicum student worked with the program in the spring semester, much to the students' benefit.

ABLE students volunteered to be participants in two separate studies—one conducted by a graduate student from St. Louis University and the other by a graduate student from the University of Kansas.

Awards

The Director was recognized by the following organizations:

- Council for Learning Disabilities (Teacher of the Year)
- Learning Disabilities Association of Missouri (nomination for Sam Kirk Educator of the Year Award)
- Longview Community College Staff and Students (Outstanding Contribution to a Special Interest Group)

Pretest/Posttest Scores

New ABLE students continued to score higher on posttests on self-esteem and achieved posttest scores suggesting a more internal locus-of-control. The spring 1994 group scores suggested significant gains in both areas. Their pretest scores suggested low self-esteem, while their posttest scores, at 12 T-score points higher, suggested an intermediate level of self-esteem. These individuals also demonstrated a greater shift toward internal locus-of-control than any previous group.

Advisory Board Meeting

Advisory Board members were extremely helpful in the planning of faculty awareness sessions, as well as in considering future directions for the program.

As previously mentioned, and as was suggested by the Board, a student panel presented at the faculty in-service in August 1993. Many positive comments were made by members of the audience. Also, a presentation to the Instructional Services Division helped answer faculty questions regarding academic adjustments and auxiliary aids.

Program Staffing

Since Ric Efros conducted six support groups during his eight hours of assigned time, some additional counseling support from Longview Counselor Judy Pratt helped provide sorely lacking individual assistance in the spring 1994 semester.

The basic reading and math skills study sessions were staffed by a learning disabilities specialist, improving the consistency and quality of support in these fundamental areas.

The addition of a student worker to the office provided more clerical and receptionist support.

Program Needs

The counselors needed a private office where they could meet consistently with clients. Space was at such a premium, the office assistant often frantically searched for an empty classroom or the Director sat in the reception area while the counselor and student used her office.

In addition, a full-time counselor and full-time administrative assistant would have provided the student and office support needed and would have freed up time for more effective supervision and further program development

There needed to be more input from the Director on the selection of basic skills instructors. The retention rate of new students in the spring 1994 semester was drastically lower than ever before. One basic skills course retained only 29 percent of the students who were enrolled in it, and many of those students dropped all their other classes when they dropped the basic skills course.

Weekly staff meetings conducted by the Director are designed to assist and continually train instructors, study session facilitators, and clinicians in the program. Many individuals conscientiously attended. These individuals tend to be more enthusiastic and have more successful students. A final need, then, is to identify a way to encourage those who sporadically attend staff meetings to be more consistent in doing so.

Characteristics Manifest in All Six Approaches Featured Through This Project

As part of the selection process, project staff and members of the National Review Panel systematically and extensively reviewed and analyzed documents, conducted on-site observations, and interviewed local staff, current and former students, agency representatives, and local employers from all six sites selected through this project. This review revealed that several staff and organizational characteristics were similar in each of these two-year colleges. This chapter summarizes these similarities.

Staff Characteristics

In spite of the wide range of educational backgrounds, temperaments, and life experiences possessed by support services staff in each site featured through this project, these individuals manifest strikingly similar characteristics. These professionals:

- Exhibit high energy that they use to go the extra mile
- Demonstrate a commitment to excellence
- Display a strong curiosity to learn new approaches
- Take concrete actions to develop own and others' skills
- Conduct an aggressive, ongoing search for resources
- Enact a student-focused philosophy of empowerment and inclusion
- Use a highly organized approach to their work
- Display creativity and imagination in the accommodations and services implemented, in their time management, and in their efforts to "work the system"
- Possess the personal flexibility to respond to surprises and crises effectively and gracefully
- Work effectively and comfortably in teams
- Communicate critical information frequently, effectively, and in a timely manner
- Exhibit leadership, charisma, and gentle persuasion needed to enlist others in the cause
- Evince calm persistence toward valued goals

Organizational Characteristics

As with the staff, the organizations featured through this project also differ markedly in size and structure, but evince striking similarities. Among those are the following:

- Administrative support is strong and public
- Front line staff have decision making power on key service delivery variables
- Bureaucratic constraints are minimal
- Available resources are focused and used in highly effective ways
- A strong philosophy of inclusion is evident

- Students receive timely and effective support within an empowerment framework
- Academic and vocational teachers also receive timely and effective support within an empowerment framework
- A strong, sustained team approach governs provision of services
- Students are viewed as "ours," not "mine and yours"
- Strong interagency collaboration is established and sustained

Program Development: Getting "From Here to There"

Effective strategies to help two-year colleges get from "here" to 'there" include selection and support of highly qualified staff who demonstrate many, if not all, of the characteristics sketched above, and sustained application of organizational factors outlined above that empower those staff to serve students in highly effective ways. The approaches featured through this project provide educators and advocates with ideas to stimulate their imagination and serve as a base from which to develop even more effective support services for individuals with significant disabilities.

Access to Electronic Copies of Publications Produced Through This Project

To facilitate the availability of this information, the reader may download additional copies of all publications in this series from the project's web page at http://www.cew.wisc.edu/nidrr/.
These publications include:

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Special Needs Instructional Support Department—Lakeshore Technical Community College, Cleveland, Wisconsin* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). *Serving Students with Significant Disabilities in Two-Year Colleges: Services for the Deaf and Hard-of-Hearing Program—Hinds Community College, Raymond, Mississippi* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Program Accessibility Committee—Florence-Darlington Technical College, Florence, South Carolina* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: ABLE Program—Longview Community College, Lee's Summit, Missouri* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Center for Special Needs—Milwaukee Area Technical College, Milwaukee, Wisconsin* Madison, WI: Center on Education and Work.

Gugerty, J. and Knutsen, C. (Eds.). 2000. *Serving Students with Significant Disabilities in Two-Year Colleges: Office of Disability Services—Springfield Technical Community College, Springfield, Massachusetts* Madison, WI: Center on Education and Work.

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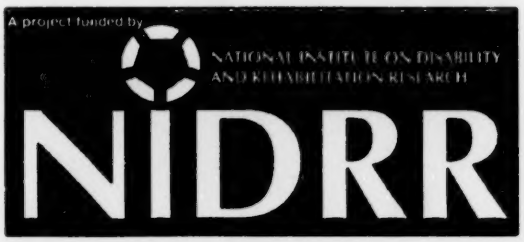

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